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ABSTRACT

A project provided information to North Carolina community college users on telecommunication instruction and assisted officials at those community colleges, technical colleges, and technical institutes that were interested in offering broadcast television, cable television, or radio courses. A research survey of telecourse students examined student characteristics and attitudes as well as the effectiveness of telecourse components and strategies. In coordination activities, project staff organized the regional structure that helped promote cooperation and coordination among participating institutions and agencies. A regional consortium structure was proposed and adopted. In addition to memos and newsletters, the project provided to participating colleges consulting and information services on the use of technology, particularly in the areas of telecourse administration and operation. Conclusions reached were that broadcast telecourses attracted adult students who were similar demographically to those in on-campus courses; that the reasons for telecourse enrollment were convenience of time and place, interest in course content, and educational credit; and that the instructional quality of telecourse materials was satisfactory. (Appendixes, amounting to approximately two-thirds of the document, include instruments and results, sample project materials, and operational guides from institutions offering telecourses.) (YLB)

ED224957

PROJECT FINAL REPORT

UTILIZING TELECOMMUNICATIONS FOR NON-TRADITIONAL INSTRUCTION IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

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North Carolina Consortium for
Instructional Telecommunications
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July 1982

Occupational Education Research Services
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Raleigh, NC 27611

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ABSTRACT

The North Carolina Consortium for Instructional Telecommunications (NCCIT) came into being in August 1979. It is composed of community and technical colleges and technical institutes which work cooperatively in using technology to provide distance learning to adult students. In September of 1980, the first broadcast telecourse sponsored by the NCCIT was aired by the UNC Center for Public Television. In the next two years 19 schools in the community college system made available 68 separate course offerings utilizing 8 different telecourses and enrolling 3400 students.

The project, "Utilizing Telecommunications for Non-Traditional Instruction in the North Carolina Community College System," was conducted between August 1981 and July 1982 developing from the interest and initiative of Consortium colleges and institutes. It was designed to provide new information to North Carolina Community College System users of telecommunications for instruction and to assist these community colleges, technical colleges, and technical institutes interested in offering broadcast, cable, or radio courses. Three broad goals were defined: (a) design, develop, and conduct a research survey of telecourse students to examine student characteristics and attitudes and the effectiveness of telecourse components and strategies; (b) provide a structure to represent participants and coordinate activities in promoting use of technology and increasing access to alternative delivery methods; and (c) initiate communication activities to increase awareness and share information relating to telecourse offering and telecommunication technology. The administration of the project was based on a regional concept with the state divided into three regions: Western, Piedmont, and Eastern. Project staff included a project director and coordinators from a college in each region.

An Advisory Committee and a Governing Board provided advice and consultation to the project. The Advisory Committee consisted primarily of state and local leaders in the area of telecommunications or education. The Governing Board was composed of nine presidents from community colleges, technical colleges, and technical institutes participating in the project. The involvement and assistance of both groups contributed significantly to the conduct of project activities and the overall attainment of project goals.

The first broad goal, completion of the Project's research component, provides information to individual institutions in evaluating their telecourse operations. In addition, an increased knowledge about student characteristics and attitudes should assist them in making decisions on future telecommunications activities. The survey was conducted in the Winter/Spring 1982 offering period. Sixty-seven percent of the student population completed survey forms. Analyses provided a total tabulation as well as separate tabulations by institution, by course, and by method of collection. Faculty in all 23 course offerings also completed questionnaires.

Major findings include:

-- The "typical" telecourse student was female, aged 26-35, married, and working full-time.

-- 38% held at least a 4-year degree; another 33% had at least 2 years of post-secondary education.

-- Slightly over half the telecourse students had not previously taken a credit course at the institution.

-- Reasons cited for enrollment were almost evenly distributed over educational credit, personal enrichment, professional development, and career interest.

-- 66% indicated they would have difficulty enrolling in on-campus classes; reasons included work schedule, family responsibility, personal convenience, and cost of transportation.

-- Students reported being highly satisfied with course components and operations.

-- 85% watched the telecourse programs at regularly scheduled times on Saturday morning; 7% watched cable repeats; 16% watched videotapes on-campus.

-- Slightly fewer than half chose Saturday morning as the preferred viewing day and time.

In coordination activities, the project staff organized a regional structure which helped to promote cooperation and coordination among participating institutions and agencies. The staff represented Consortium institutions in working with State agencies and course licensing groups. The main product of this activity was the proposal for Consortium structure adopted by participants. The proposal suggests a structure on which an organized approach

to using telecommunications for instruction within the community college system can be built.

Distribution of project newsletters and memos throughout the year kept participants informed about project activities and introduced them to agencies and organizations which could serve as resources. The project, additionally, has provided to participating colleges consulting and information services in use of technology -- particularly in the area of telecourse administration and operation. The director and project staff provided entry-level consultation directly to more than 15 colleges in the project year.

At a final statewide project conference more than one-hundred fifty participants attended workshops on telecourse implementation, promotion strategies, equipment needs, and working with cable. Also, there were presentations by State and national leaders in the use of telecommunications in education.

Project conclusions and recommendations are:

1. Broadcast telecourses offered by community college institutions have attracted an audience of adult students similar demographically to those being attracted to on-campus courses.

2. The major reasons for telecourse enrollment appear to be convenience of time and place coupled with interest in course content and/or educational credit.

3. The majority of students in telecourses may be new to the institution.

4. The instructional quality of course materials which have been used for telecourses is satisfactory.

5. The support services available to telecourse students appear to be unused by many students but are satisfactory for those who use them.

6. These students were watching the programs during Saturday broadcasts and preferred this time period for viewing.

7. Telecourse faculty are generally satisfied with their experience and would be willing to continue teaching telecourses.

8. The regional structure for the Consortium operation made involvement and interaction among institutions more easily achievable.

9. There is significant interest in maintaining and expanding the Consortium arrangement.

10. There is a continuing need to facilitate exchange of information among interested institutions, groups, and agencies.

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-- Augusta Julian

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
DESCRIPTION OF
RESEARCH AND DEVELOPMENT PROJECT

TITLE: Utilizing Telecommunications for Non-Traditional Instruction in the North Carolina Community College System

PURPOSE: To facilitate the use of technology in the delivery of educational services to adult learners in the North Carolina Community College System. The project goals were:

(a) Design, develop, and conduct a research survey of telecourse students to examine (1) student characteristics and attitudes and (2) the effectiveness of telecourse components and strategies.

(b) Provide a structure to represent participants and coordinate activities in promoting use of technology and increasing access to alternative delivery methods.

(c) Initiate communication activities to increase awareness and share information relating to telecourse offering and telecommunication technology.

DATES: 1 August 81 through 31 July 82

BUDGET: $36,029

AGENCY: Durham Technical Institute
P.O. Box 11307
Durham, NC 27703
for the
North Carolina Consortium for Instructional Telecommunications

DIRECTOR: Augusta A. Julian

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INTRODUCTION

The North Carolina Consortium for Instructional Telecommunications (NCCIT) came into being in August 1979. Representatives from community and technical colleges and technical institutes in North Carolina determined to work cooperatively in using technology to provide distance learning to adult students. Offering broadcast telecourses was to be their first goal. In many other colleges around the country, 65% in an American Association of Community and Junior Colleges' study in 1979, new audiences were already being served by television and radio courses which brought educational opportunities into people's homes (Kressel, 1980). A 1979 study of students in the NC Community College System noted geographic accessibility as a critical concern to be faced by community colleges in the 80's. They suggested that there will be an increasing need to "take education to the people" by means of non-traditional delivery modes. (Shearon, et al, 1980)

In September of 1980, the first telecourse sponsored by the NCCIT was aired by the UNC Center for Public Television. Prior to this, only one school in the system (Central Piedmont Community College) had consistently utilized these courses. In the next two years, 19 schools in the community college system made available 68 separate course offerings utilizing 8 different courses and enrolling 3400 students.

The year-long project, "Utilizing Telecommunications for Non-Traditional Instruction in the North Carolina Community College System," began in August 1981. It was designed to facilitate the use of technology in instructional delivery with three major goals:

(a) design, develop, and conduct a research survey of telecourse students to examine student characteristics and attitudes and the effectiveness of telecourse components and strategies; (b) provide a structure to represent participants and coordinate activities in promoting use of technology and increasing access to alternative delivery methods; and (c) initiate communication activities to increase awareness and share information relating to telecourse offering and telecommunication technology.

It was expected that attainment of the goals would contribute significantly to greater use of these delivery options by community colleges through better

knowledge of the types of students who enroll, a greater sharing of resources by institutions and agencies, and a better information system through which knowledge and experience could be shared. A resulting tangible product would be a plan for an organized systematic approach to the use of communications technology in the delivery of educational services.

APPROACH

Research Survey

The survey of telecourse students was conducted during the Winter/Spring 1982 offering period. Three methods of data collection were employed in the survey. Most students completed the form on-campus. Others returned the form through the mail, and still others were surveyed by telephone. This approach was employed with the hope that a high percentage of forms would be completed. The tabulation of the forms was done by the Durham Technical Institute data processing staff. The faculty also completed questionnaires which were hand tabulated.

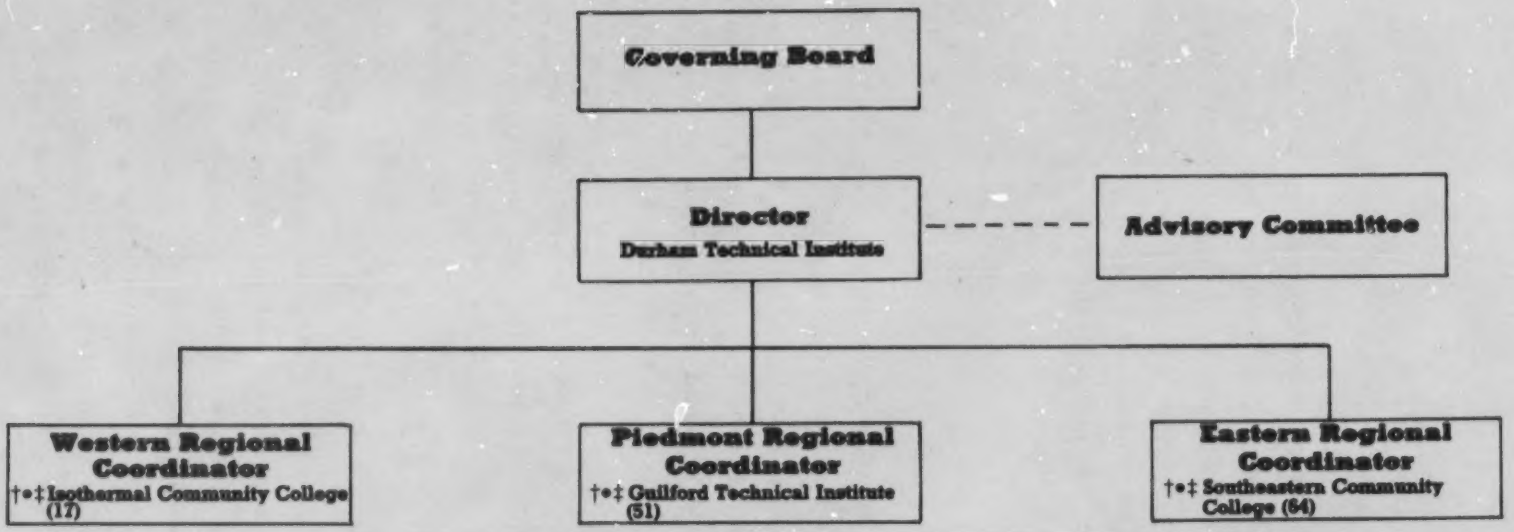
Coordination activities

In an attempt to increase participation and coordination at the beginning of the project, the Director contacted all institutions in the community college system and described the project. Thirty-four of the fifty-eight institutions responded by naming representatives to participate in the project. A regional organization was developed and regional coordinating institutions were selected (Figure 1). A representative of each coordinating institution served on the project team and acted as the regional contact for communication and coordination. Regional meetings helped to promote information flow and to provide for discussion among participants. In addition, an advisory committee of ten members and a governing board of nine Presidents of participating institutions served as advisors and guides.

Communication Activities

Increased knowledge and communications were fostered in several ways. The advisory committee for the project not only advised the project director but also served as originators for ideas and information incorporated into project plans. Quarterly newsletters and occasional memos further increased the flow of information to participants. A final project conference provided addresses from national leaders in education and telecommunications, workshops with national and local experts in telecourse use, materials to preview, and a forum for exchanging ideas and planning future NCCIT activities.

Project Administration and Participants



Blue Ridge Technical College
Caldwell Community College and Technical Institute
Catawba Valley Technical College
†• Cleveland Technical College (60)
†• Gaston College (17)
■ Haywood Technical College
Mayland Technical College
• Mitchell Community College
Southwestern Technical College
Western Piedmont Community College
‡ Wilkes Community College

• Anson Technical College (16)
†•‡ Central Carolina Technical College (36)
†• Central Piedmont Community College (220)
†• Davidson County Community College (100)
†•‡ Durham Technical Institute (178)
Forsyth Technical Institute
■• Piedmont Technical College
†• Randolph Technical Institute (16)
†• Rockingham Community College (18)
†•‡ Rowan Technical College (25)
• Stanley Technical College
■‡ Technical College of Alamance

†• Beaufort County Community College (121)
Cape Fear Technical Institute
•‡ Coastal Carolina Community College
• College of the Albemarle
• Edgecombe Technical Institute
†• Fayetteville Technical Institute (25)
■ Halifax Community College
Lenior Community College
• Nash Technical Institute
Pamlico Technical College
■ Sampson Technical College
■ Wayne Community College
Wilson County Technical Institute

‡ President on Governing Board
• Telecourse Offering Institution (80-82)
† Participants in Project Survey Winter/Spring '82
(Number in parentheses shows total enrollment. Anson Tech did not participate in Survey)
■ Added at project end.

RESEARCH SURVEY

Research Statement

The students enrolled in non-traditional courses have been studied by their colleges for many years. Reports from Dallas County Community Colleges (ITV Center, 1978), the University of Mid-America (Brown and Wall, 1978), and Miami-Dade Community College (Howell, 1978,1979), among others, have described the typical telecourse student. These studies have shown the diverse population which actually enrolls in television or other alternate delivery courses.

Authors of the study of students enrolled in NC Community College System institutions in 1979 suggest that a similar "new" student is being attracted to the NC community colleges, and they recommend making programs more flexible and "scheduling courses at convenient times and in accessible locations" (Shearon, et al, 1980, p. 132). The institutions "should be alert to the unique needs and demands of these adult learners" in structuring these courses.

The project research survey was designed to determine the characteristics of telecourse students in North Carolina and to determine if this non-traditional student is similar to those taking telecourses in other parts of the country. It was expected that a statewide survey could provide a data base within the system which would greatly enhance informed decision-making in the use of telecommunications for instruction at each institution. The study examined institutional telecourse administration and its relationship to student characteristics and attitudes.

Specific questions considered were:

- What are the major factors in a student's decision to enroll?
- What demographic data will be useful in identifying audiences and in choosing courses, delivery methods, and support services?
- What delivery, operational, and support services are useful and helpful to telecourse students?

It was determined by the project team that a student profile survey (Appendix A) should be designed which could be utilized by all institutions in a statewide effort. Also, faculty would be surveyed to seek their evaluations and assess their attitudes.

Two important aspects of the survey design should be addressed. First, the faculty survey was designed to help determine the importance of their involvement in the telecourse operation. There is documentation from several sources that faculty, who often provide the only personal contact for the "distant" student, are considered to be resistant to use of new technologies and fearful of their places being usurped by some new technology (Munshi, 1980, p. 47) (Yarrington, 1979, p. 63). For the distant student, however, the instructor should have a friendly, supportive attitude and be an accessible resource. By the nature of the distance learning concept, the student must take more responsibility for pacing, for self-checking, and for seeking help when needed. The faculty survey solicited descriptions of operations and level of involvement with students.

The perceived need which was important in designing the student survey concerned determining what combination of content, delivery, schedule, and support most attracted and satisfied the students. Although the survey was in no way a needs assessment, it was hoped it would assist in determining what audiences exist for what types of courses. This knowledge would help institutions in selecting needed courses and in marketing aimed at potential user groups. Also, some evaluation of existing operations could be made and used to determine any needed changes.

Although some interpretation and analysis can be made of the data, particularly at the institutional level, readers should avoid attempting to make inferences from descriptive data. Any use of the data in evaluation and assessment should be carefully considered so that inaccurate or inappropriate interpretations are not made.

Methodology

The research survey was conducted using student and faculty survey forms. Surveys were sent to the fifteen offering institutions within the community college system during the Winter/Spring of 1982. Fourteen institutions participated involving 648 students (67% of total population) and 23 faculty.

The student survey instrument developed by the project staff was tested in the Fall of 1981 and revised (Appendix A). It was administered by personnel in each participating institution. Plans were made to survey the total telecourse student population employing three different data collection methods:

(1) The forms were handed out to students at discussions, testing sessions, individual consultations, tape reviews, or other occasions

for on-campus visits during a three week period in February, 1982. Lists of these students were maintained.

(2) At the beginning of the fourth week, all students who had not been on campus were mailed surveys with a cover letter and asked to return them within two weeks.

(3) Follow-up phone calls were made to all students who were mailed forms. They were asked if they had completed and returned the form. If they had not responded, they were asked to complete the form and mail it or to answer the questions by phone.

The computer tabulation of student survey responses provided item frequency counts and percentages. In addition, a separate break down by institution, by course, and by method of data collection was made. Data were processed on an IBM System 3 using Statistical Analysis System programming. The faculty survey responses were also tabulated by frequency.

Findings of Student Survey

- Enrollment -

This section attempted to elicit meaningful information about how and why students enrolled. The first discovery in assessing the results was that the words "curriculum" and "continuing education" were confusing to students. Many indicated they were enrolled through continuing education although their institutions enrolled only through curriculum. Thus, this question provided no valid data. It could suggest, however, that "credit" is not a motivating factor for many students. This idea is borne out by the responses to another question in which educational credit was chosen by only 20% of the respondents as the main reason for enrollment (Figure 2). The other responses were split almost equally among personal enrichment, professional development, and career interest.

The course content appears to be the major determinant in selection by students. For example, comparing responses for two different courses on this question shows that students in these courses choose them for very different reasons (Table 1).

Telecourses appear to be attracting students who have not previously enrolled at the institution. However, another large audience is students who have already taken curriculum courses. The study indicates that 52% of the total population had not previously taken a credit course at the institution (Figure 3). However, a third of the total sample had taken three or more

courses. Examining the data by course gives a little clearer picture. For "Making It Count," 61% had taken no credit courses previously. For the other telecourses the largest number of students indicated they had previously taken three or more credit courses: "Humanities Through the Arts" - 54%; "It's Everybody's Business" - 61%; and "Focus on Society" - 83%. The majority of respondents (89%) were new to telecourses (Figure 4).

Another item relating to reasons for enrollment in telecourses indicates that 66% of the respondents find it difficult to enroll in on-campus courses (Figure 5). Reasons cited include work schedule (70%), family responsibility (38%), personal convenience (21%), and the cost of transportation (12%) (Figure 6). Multiple answers were allowed.

A lack of information about how institutions have promoted telecourses causes a problem in interpreting responses to the question of how students learned of the course (Figure 7). The largest percentage response came from those who indicated a source in friends/co-workers (27%) with the next highest source being newspaper ads (25%). The next highest were class schedules (20%) and mailed brochures (15%). Informal discussions indicate these promotional tools were probably employed by most institutions. It should be noted that one quarter of the responses came from a single institution and almost 60% came from only 4 of 14 schools.

- Student Data -

Demographic data does compare closely to the "typical" telecourse student found in other studies. In this study, the "typical" student was female (65%) (Figure 8), aged 26-35 (35%) (Figure 9), married (66%) (Figure 10), working full time (67%) (Figure 11), with a high school diploma or better (96%) (Figure 12). Twenty-one percent attended college, 12% had a 1 or 2 year degree, and 38% had a 4 year degree or more. Twenty-one percent of the total were educators (Table 2), suggesting that teachers requiring recertification credits could be a potential target audience. Forty-three counties were represented with the largest enrollments from Durham, Mecklenberg, and Davidson (Table 3). Mileage data showed that 35% lived 16 miles or more from campus (Figure 13).

- Course Operation and Components -

Students generally reported favorable responses to the telecourse components and operation. Ninety-three percent said the course had met their

expectations (Figure 14). Ninety-seven percent said the objectives had been clearly stated (Figure 15), and 94% said they had achieved their objectives (Figure 16). For individual courses, the 90% and above readings hold up for these three questions except for "Humanities Through the Arts" (HTA) in which only 77% of the students responded that the course met their expectations. Ninety percent in HTA said the objectives were clearly stated, and 94% said they acheived their objectives.

The course components - TV lessons, text/print materials, and on-campus meetings - were all rated helpful in achieving objectives (Figures 17-19). Attendance at orientation sessions and on-campus meetings appeared to be high among respondents. These sessions were rated as beneficial by more then 70% of the total respondents (Figures 20, 21). Sixty-seven percent of respondents had taken a test in the course, and 95% of these felt the test was a fair measure of the objectives (Figure 22).

It is interesting to note that the tabulation by collection code indicates that fewer students who responded by phone (84%) and mail (90%) were satisfied that the course helped meet the objectives than were those who responded on-campus (94%). Throughout this section, those who responded on-campus indicated more involvement and satisfaction and felt more benefit from the course components. For the question, "Was it beneficial?", these were the responses by collection code: (1) orientations: phone and mail - 62%, on-campus - 82%; (2) on-campus sessions: phone - 47%, mail - 42%, on-campus - 77%. For the question of satisfaction with text and TV materials, the responses showed less than a 10% difference among the different collection methods.

The section on support services gives some indication as to how these services were used and what students thought of them. Tables 4 and 5 show these responses -- both percentage of those answering each question and percentage for the second, third, and fourth questions of the number stating knowledge of availability for each support service item. The data is somewhat suspect since, as Table 5 shows, respondents sometimes indicated the service was "helpful" or "easy to use" when they did not indicate they had used it. Particularly, questions on the videotape lessons on-campus and counseling services appear to have confused the student. This section should be more useful when interpreted at the institutional level.

- Viewing and Scheduling -

These sections of the survey examined students' telecourse viewing habits and stated preferences for viewing times. Ninety-eight percent said they did watch the programs (Figure 23). Asked to name when they usually watched, 85% said Saturdays during regular broadcasts at their homes (Figure 24). Seven percent indicated they watched cable repeats. (Students at only 4 schools had this option. Twenty-four percent of total respondents indicated knowledge of the availability of cable repeats (Figure 25)). Sixteen percent of respondents said they usually viewed videotapes on-campus (whereas 35% reported having used this service occasionally (Table 5)). Nine percent watched videotapes at other locations such as workplace or home. Ninety-four percent of those who watched at home claimed to receive an adequate broadcast signal (Figure 26). Forty-five percent of the students are in the Channel 4-Chapel Hill viewing area (Figure 27). Thirteen percent stated they viewed on Channel 2-Columbia. Another 12% listed a cable channel or some other answer.

The finding that 39% of the respondents do subscribe to cable television (Figure 28) is information which needs to be examined more closely at the institutional level as this may have implications for delivery and scheduling decisions. Seventy-four percent reported having more than one television set in their homes (Figure 29), and only 40% have children under 13 in the home (Figure 30). This information could also impact scheduling decisions on day and time and probably reflected a self-selection factor for those enrollees, the majority of whom viewed on Saturdays.

As expected, respondents indicated a preference for Saturday morning viewing time (Figures 31, 32). More than one response was allowed. Forty-four percent of respondents indicated a preference for Saturday, and 50% indicated an 8:00 a.m. to 11 a.m. time preference. Twenty-six percent chose no day preference, and 16% chose Sunday. A total of 47%, however, chose one of four weekdays (Monday through Thursday). Those respondents who indicated a time preference during the week overwhelmingly chose "prime time," 7:00 p.m. to 11 p.m. (61%) while 20% selected 4:00 p.m. to 7:00 p.m (Figure 33). (It is interesting to note that at Central Piedmont Community College where students have different viewing options on WTVI only 30% of respondents preferred a Saturday schedule.)

- Additional Data -

There were 648 total respondents in a population of 964, giving a 67.2% response rate. In collection categories, 85.5% were on-campus responses, 8.5% were mail back responses, and 6% were phone responses. Table 6 shows the total number of enrollees per course compared to respondents.

Figure 2

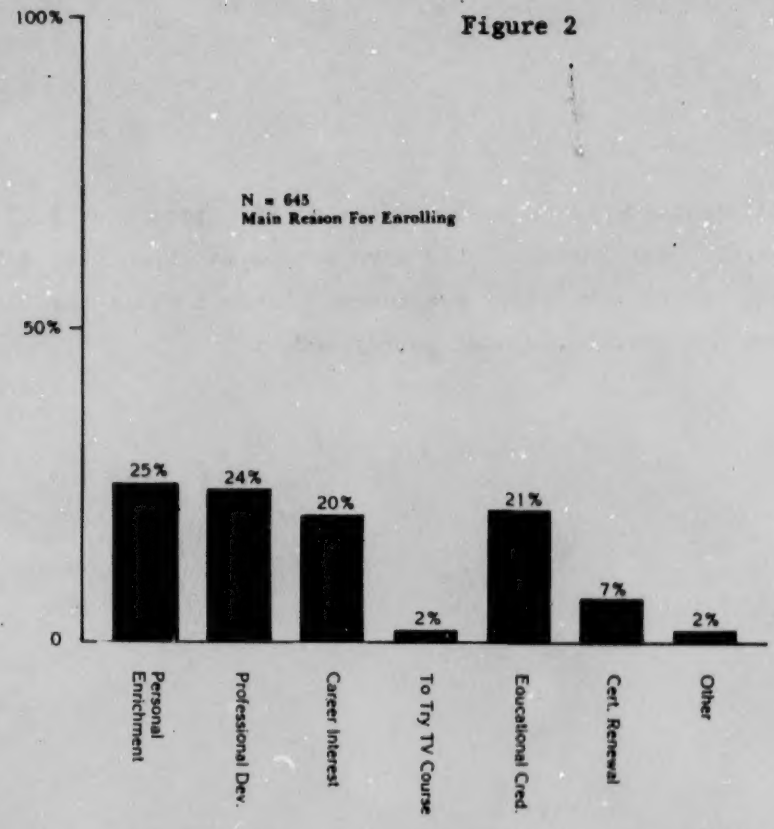


Figure 3

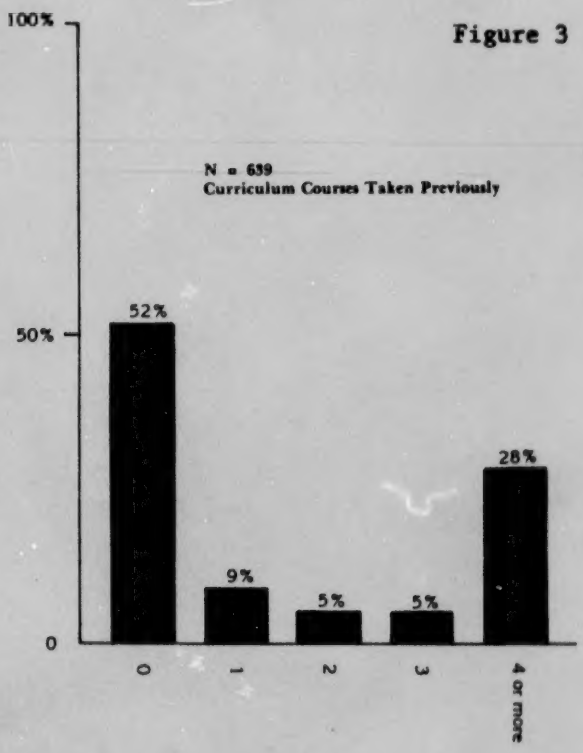
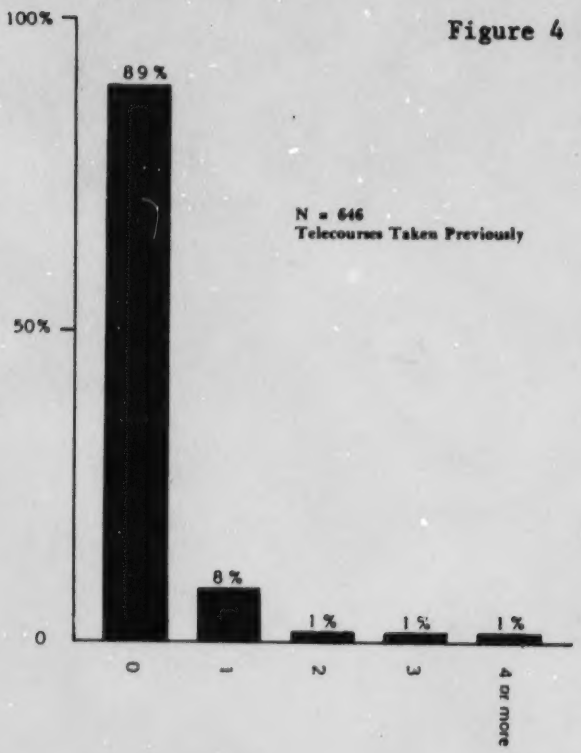


Figure 4



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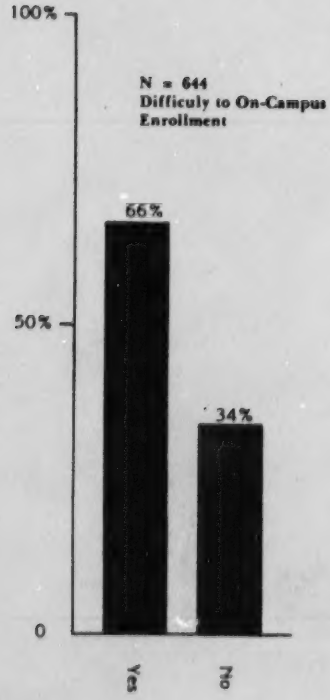

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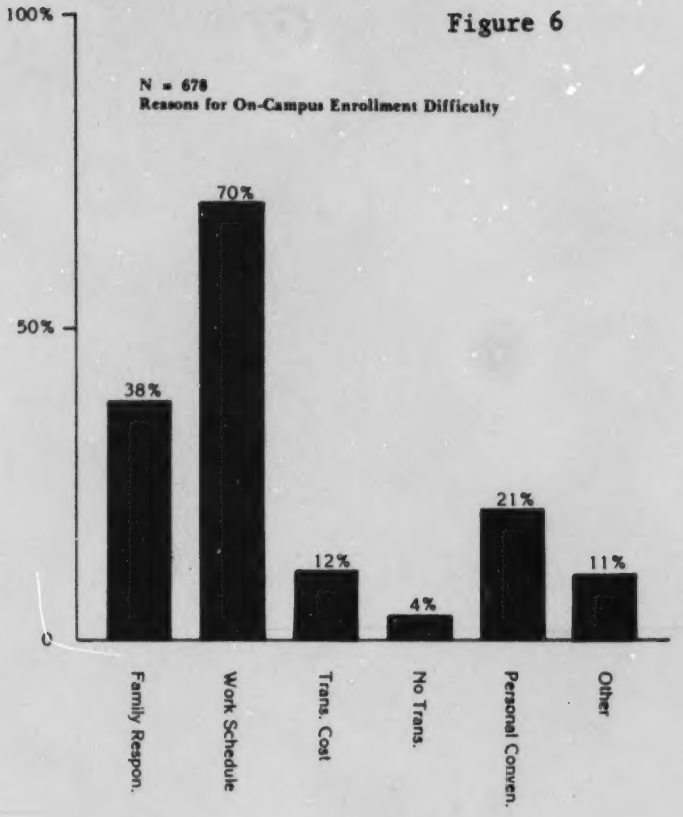

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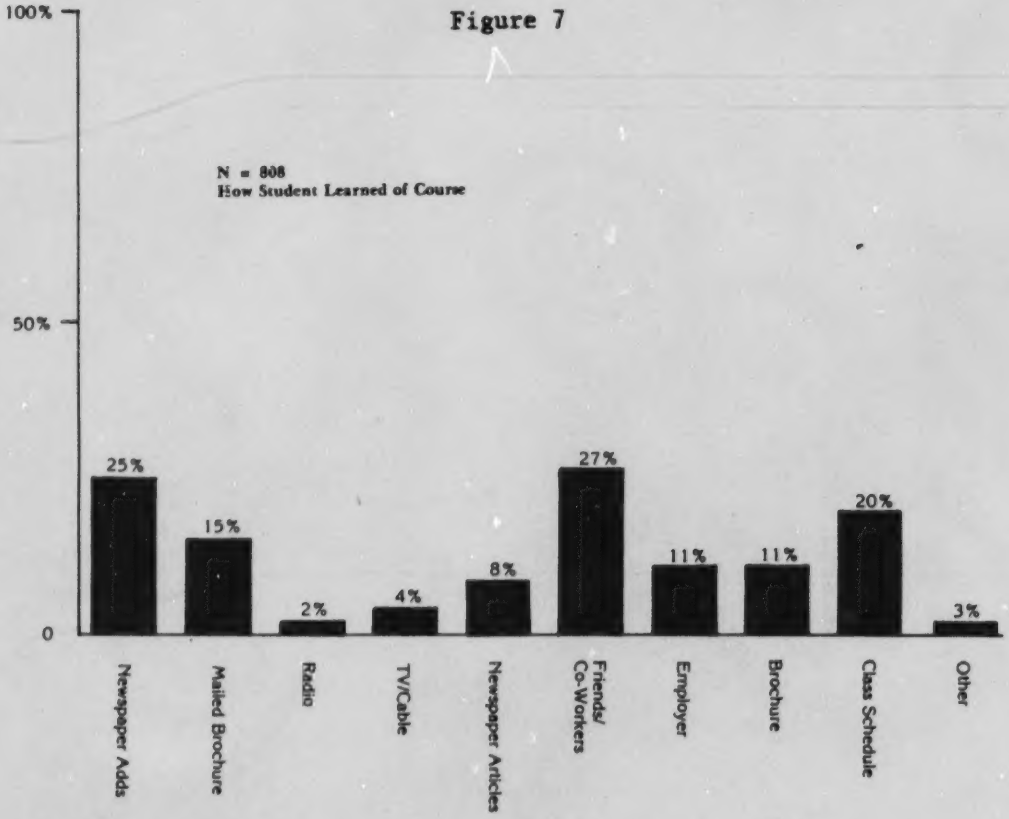

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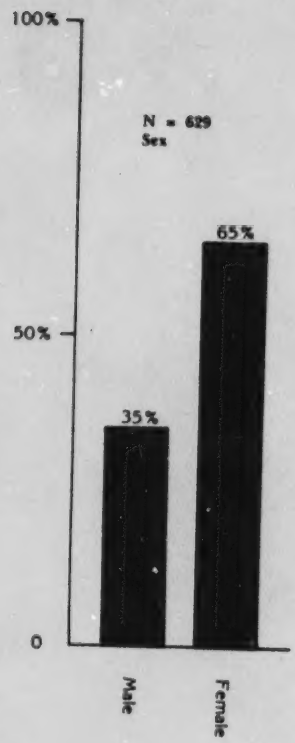

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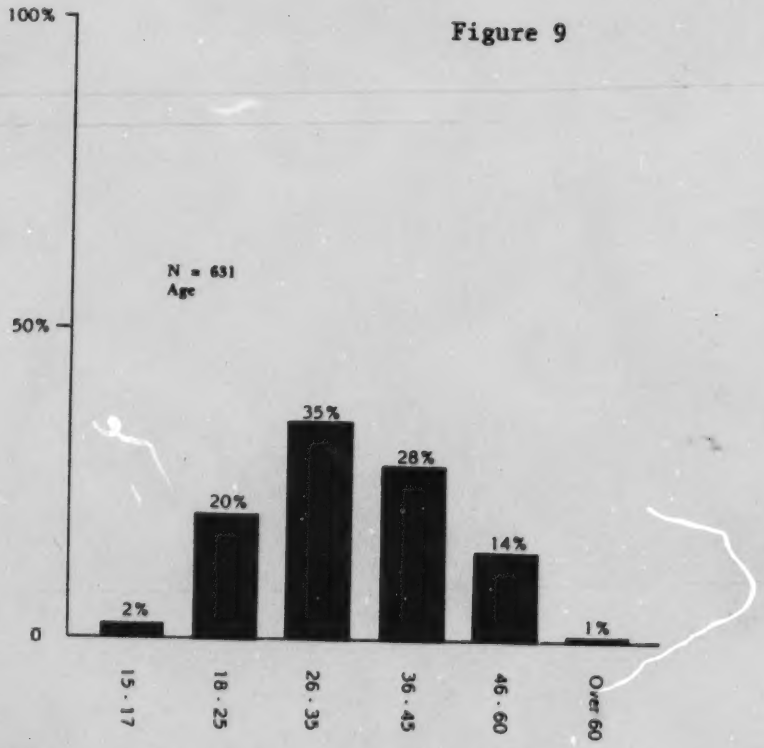

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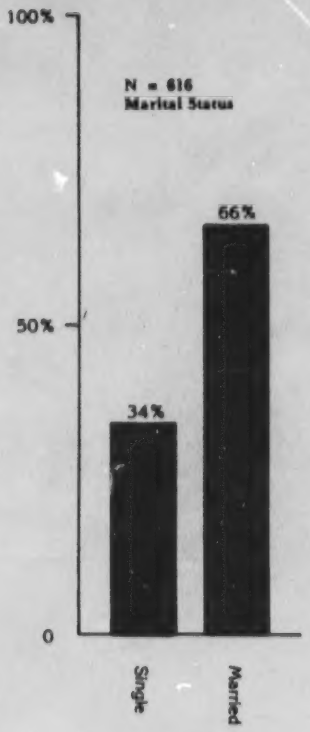

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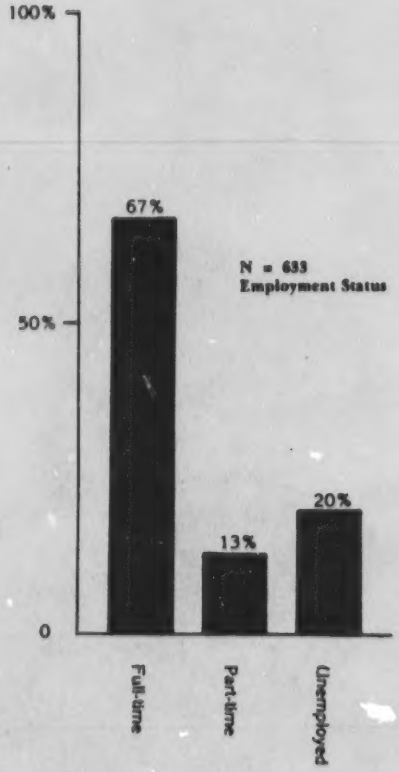

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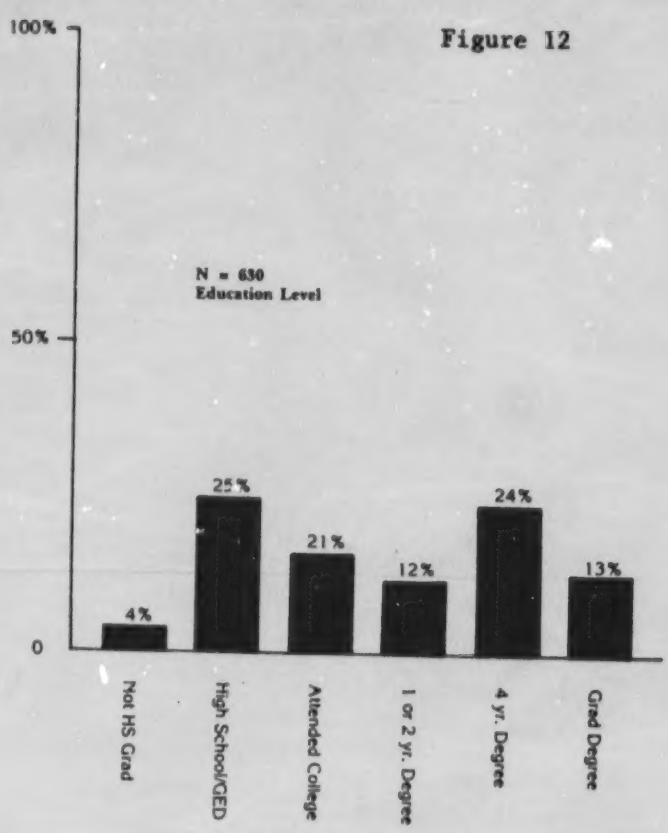

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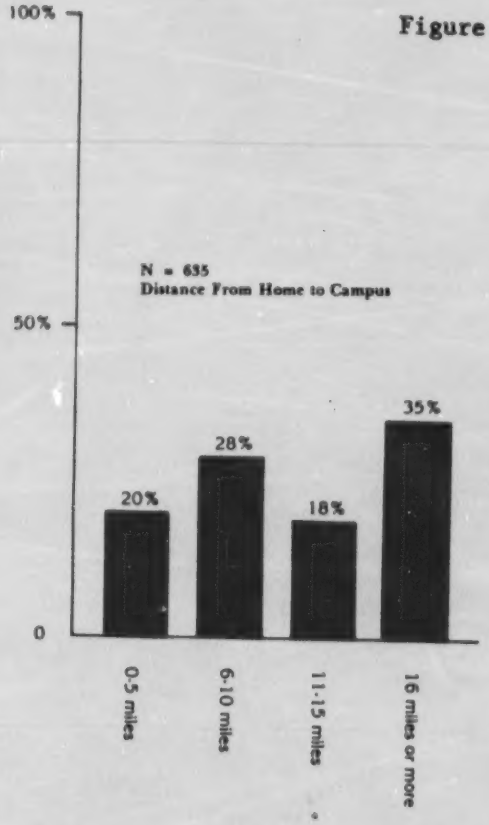

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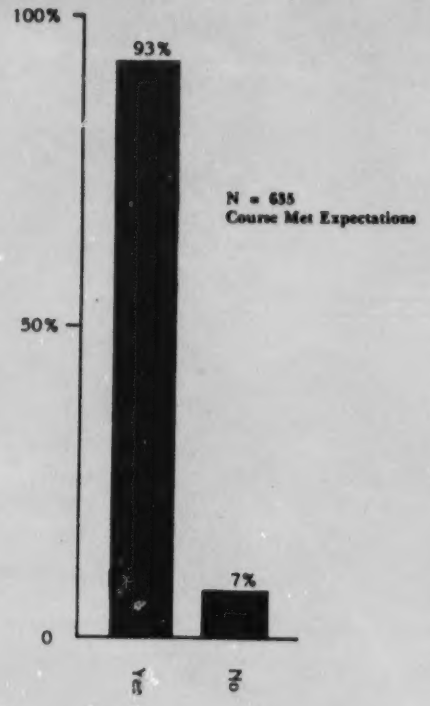

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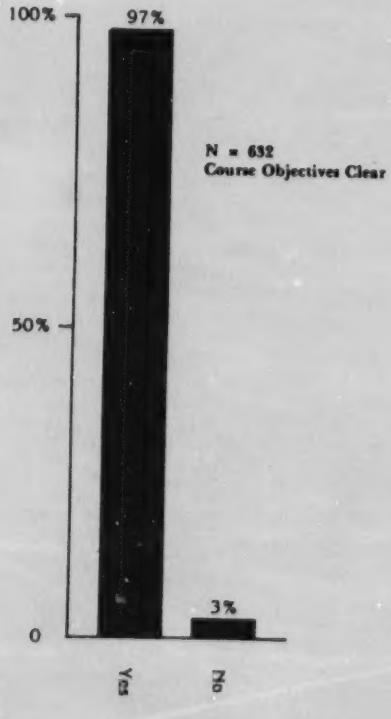

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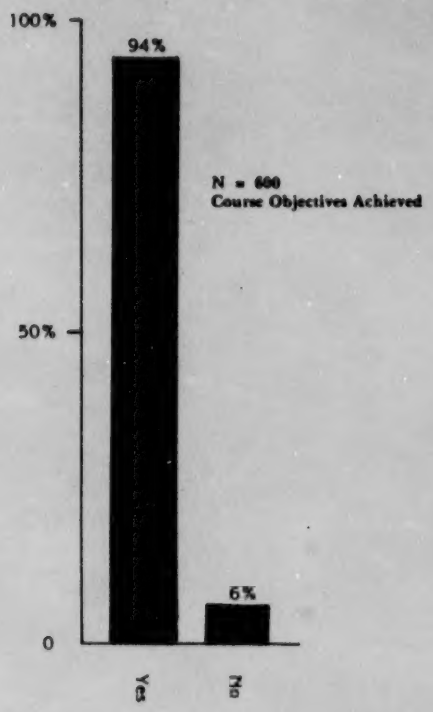

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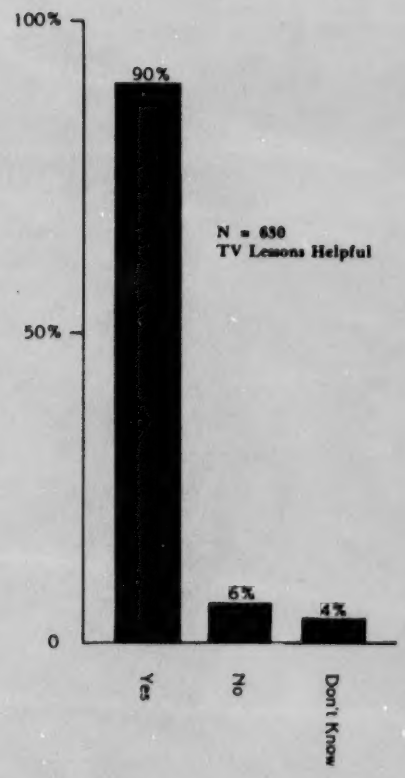

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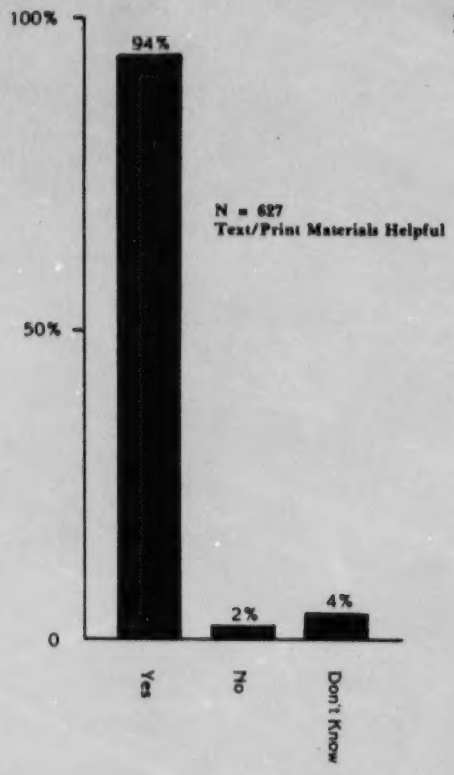

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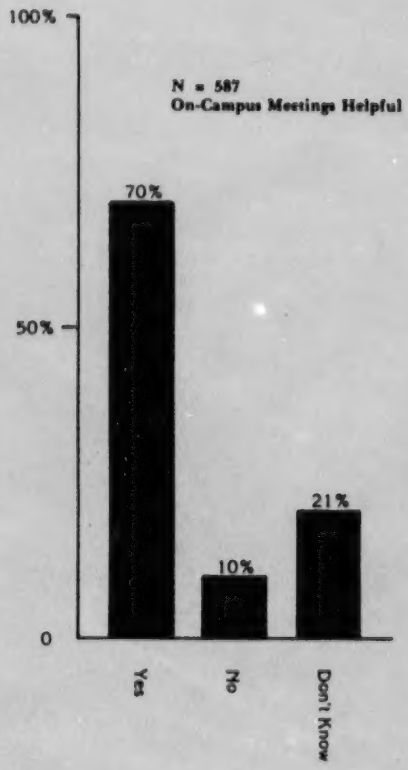

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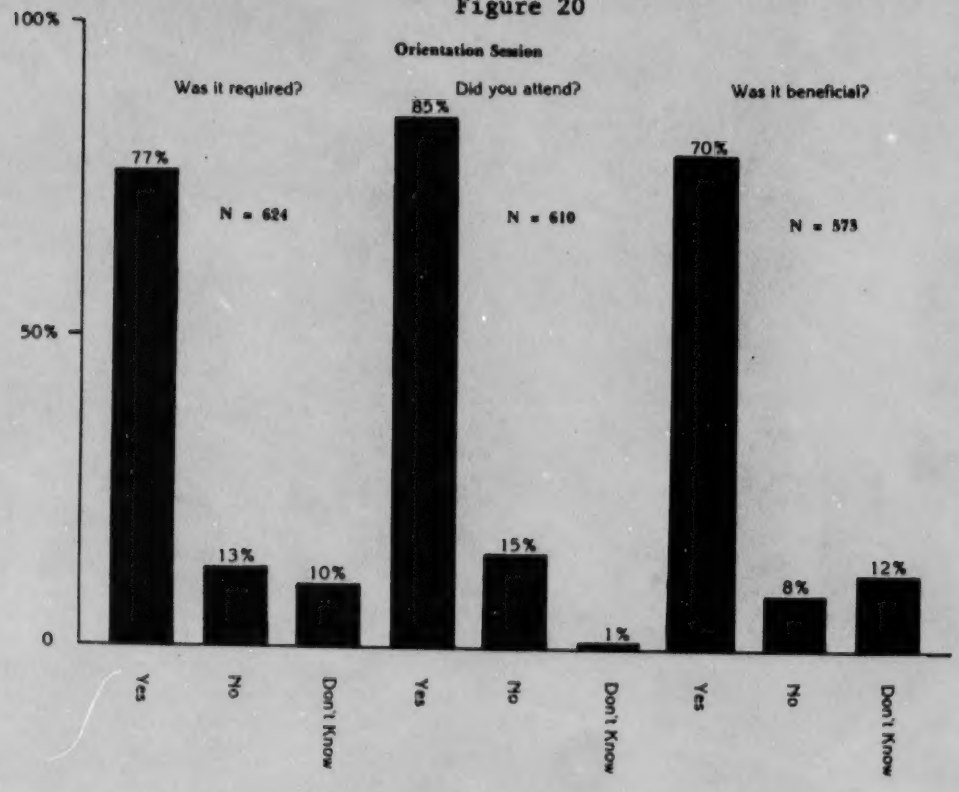

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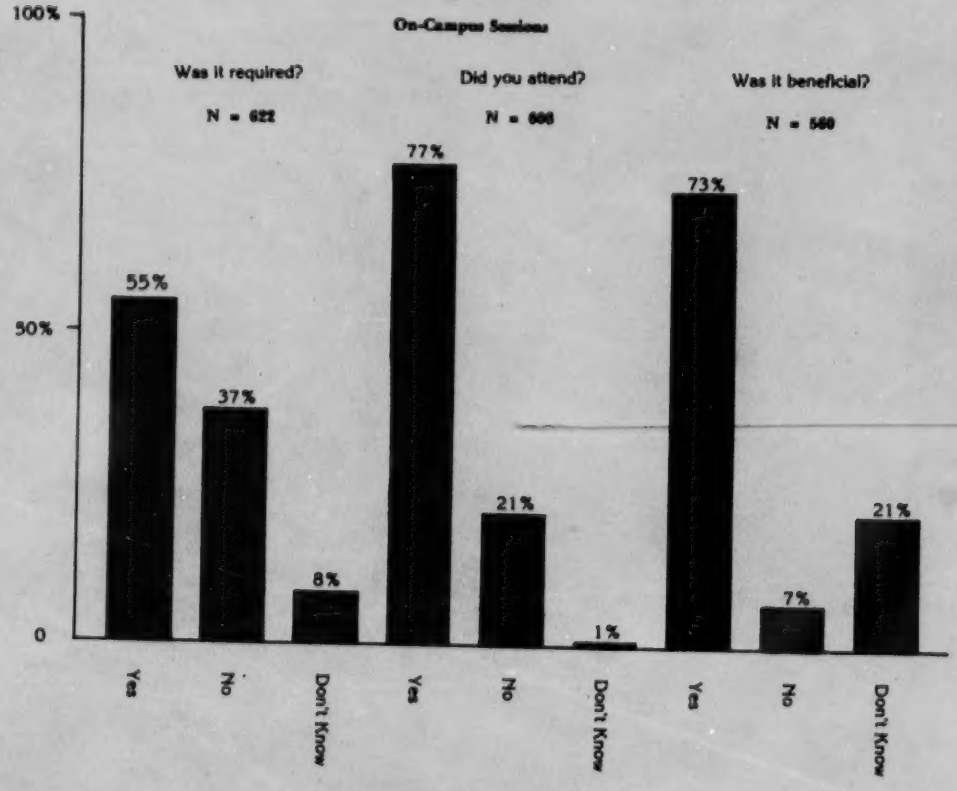

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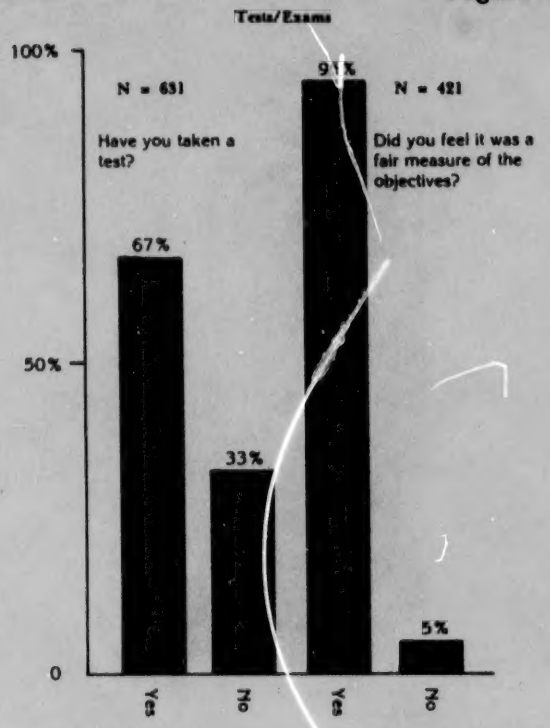

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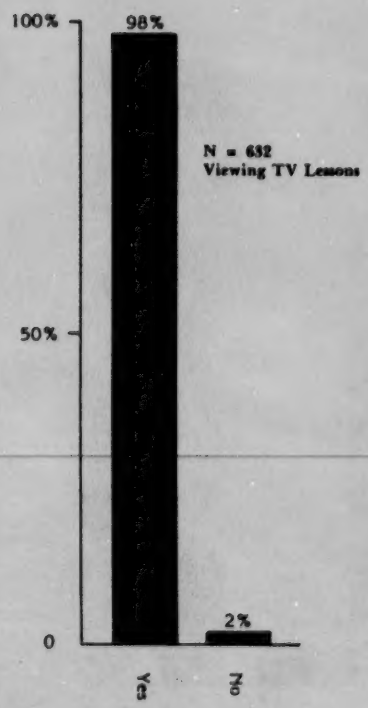

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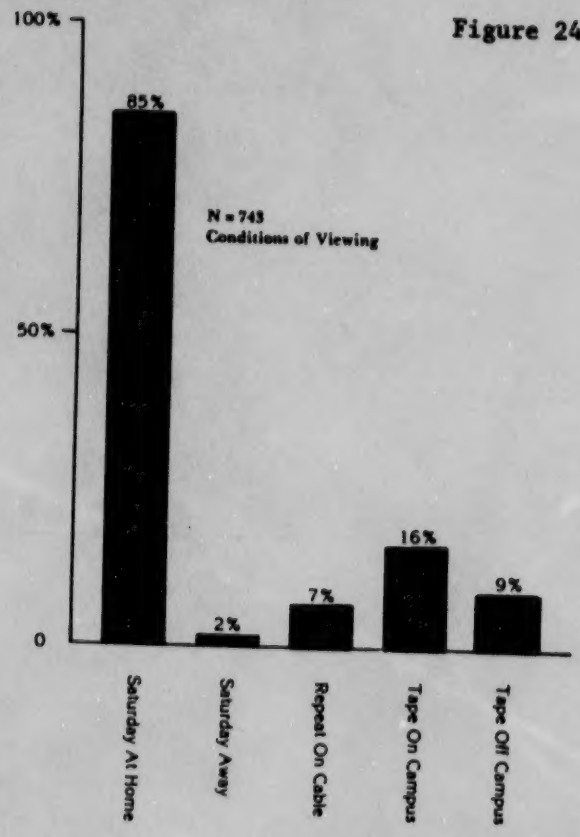

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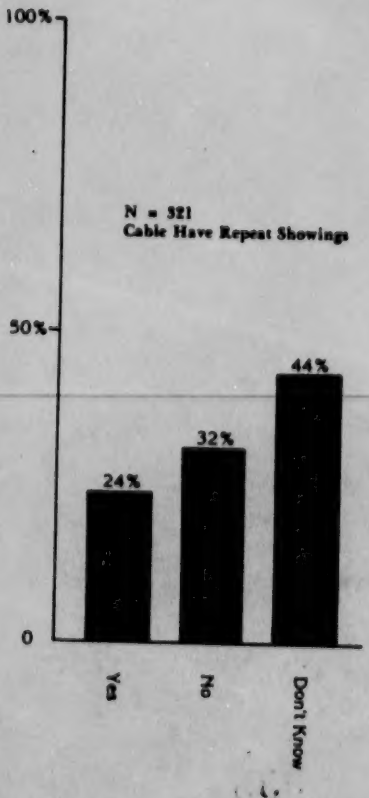

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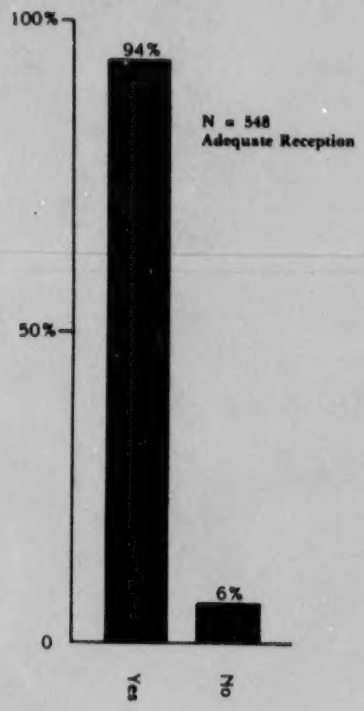

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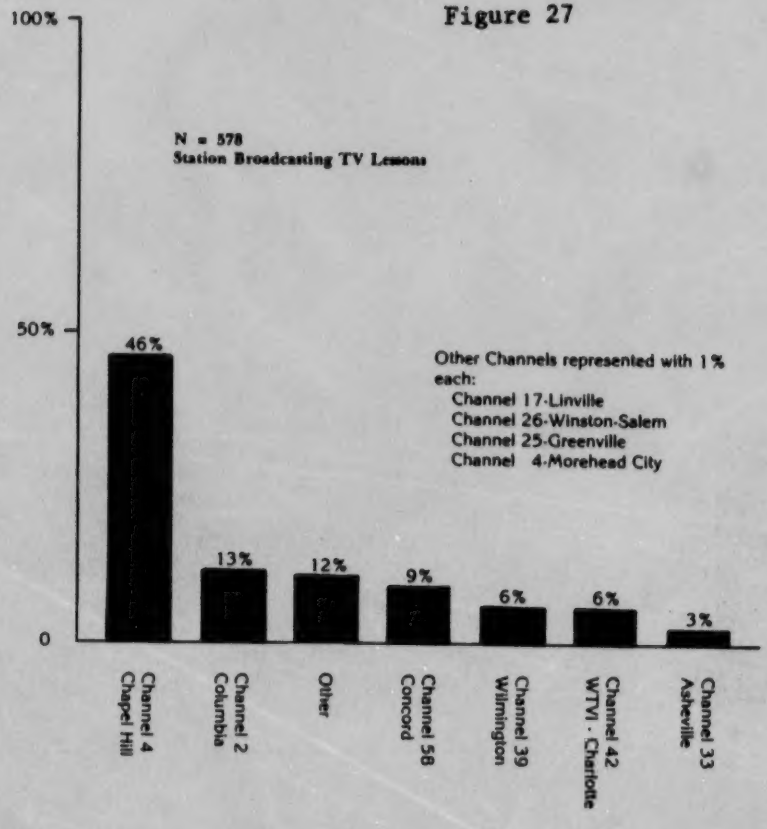

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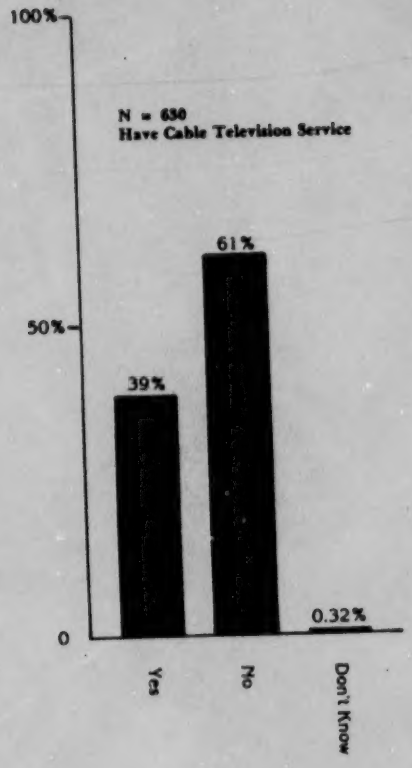

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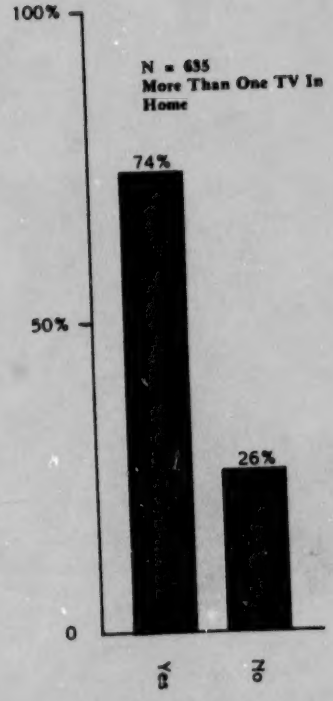

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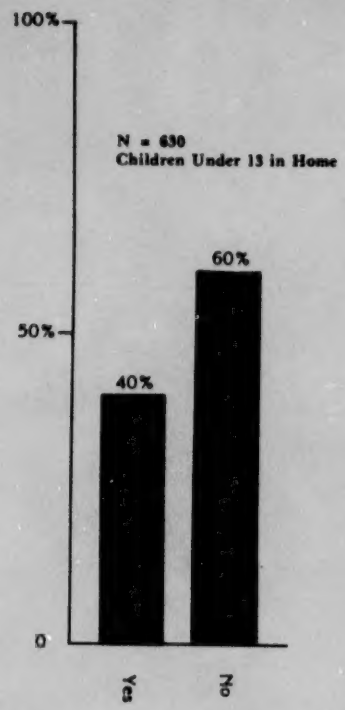

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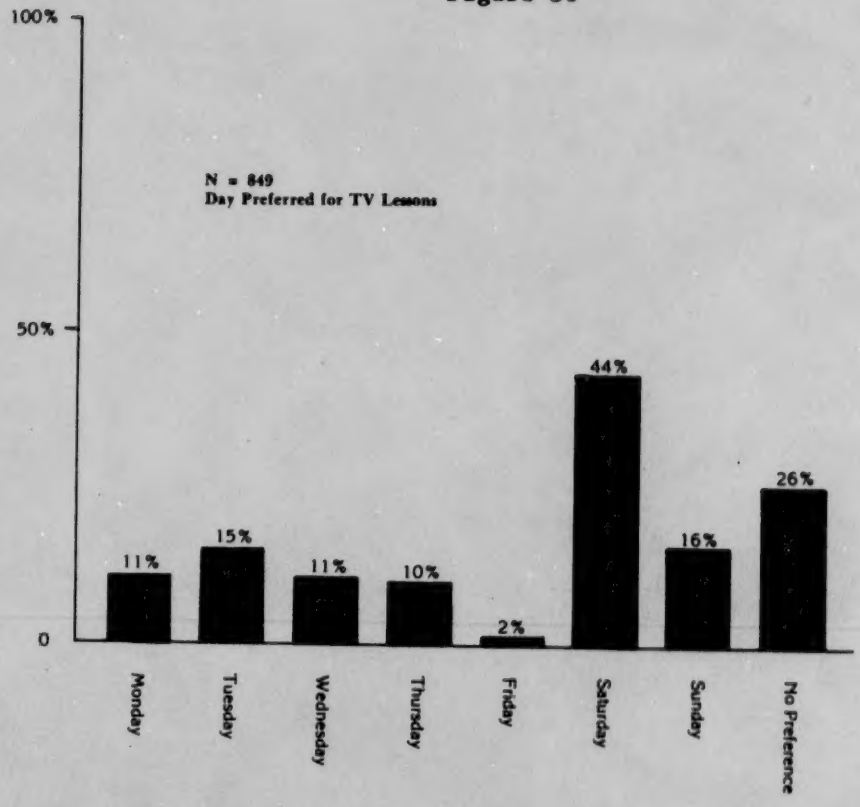

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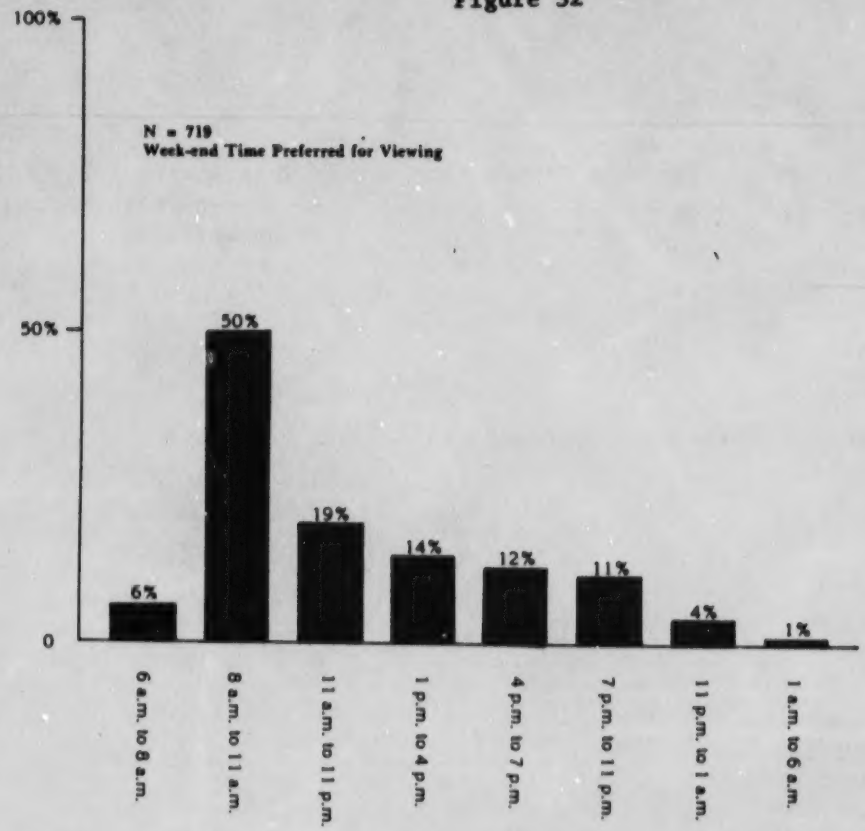

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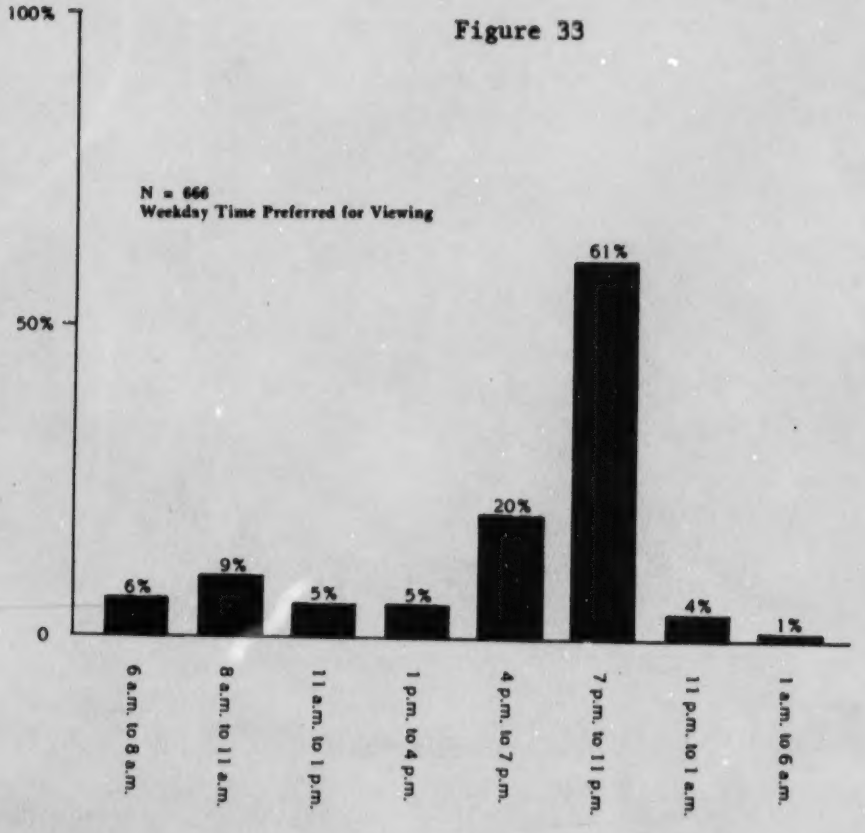

	"Making It Count" (MIC) - An Introduction to Computer Processing	"Humanities Through the Arts" (HTA) -An Introduction to Humanities
Professional Development	28%	7%
Career Interest	24%	3%
Educational Credit	14%	38%
Personal Enrichment	26%	34%

Table 1. Main Reason for Enrolling Comparing MIC and HTA

	FREQUENCY	PERCENT
Manager	65	11%
Production Work	21	3%
Health Sci Professional	21	3%
Health Sci Technician	13	2%
Clerk/Secretary	86	14%
Sales/Customer Service	30	5%
Educator	127	21%
Trades	11	2%
Homemaker	43	7%
Other Professional	41	7%
Retired	10	2%
Self Employed	22	4%
Unemployed	39	6%
Other	88	14%

Table 2. Occupation N = 617

	FREQUENCY	PERCENT
Alamance	1	.2%
Beaufort	24	3.9%
Bertie	2	.3%
Bladen	4	.6%
Brunswick	5	.8%
Cabarrus	15	2.4%
Caswell	1	.2%
Chatham	11	1.8%
Cleveland	32	5.2%
Columbus	33	5.3%
Craven	1	.2%
Cumberland	19	3.1%
Dare	2	.3%
Davidson	57	9.1%
Durham	68	11.0%
Edgecombe	1	.2%
Forsyth	6	1.0%
Gaston	15	2.4%
Granville	11	1.8%
Guilford	31	5.0%
Harnett	5	1.0%
Hyde	6	1.0%
Iredell	1	.2%
Lee	22	3.6%
Lenoir	1	.2%
Lincoln	2	.3%
Martin	12	2.0%
Mecklenburg	60	9.7%
Montgomery	1	.2%
Moore	2	.3%
New Hanover	6	1.0%
Orange	28	4.5%
Pitt	5	.8%
Randolph	13	2.1%
Robeson	7	1.1%
Rockingham	21	8.4%
Rowan	5	.8%
Rutherford	15	2.4%
Stanly	1	.2%
Tyrrell	3	.5%
Union	4	.6%
Wake	20	3.2%
Washington	40	6.5%

Table 3. County of Residence N = 619

SUPPORT SERVICES

	Is this available? Yes	No	Have you used? Yes	No	Is it helpful? Yes	No	Is it easy to use? Yes	No
Videotape Lessons	N=603		33%	63%	73%	10%	40%	1%
Telephone Contact	N=575		27%	71%	33%	3%	31%	4%
Test Review	N=407		56%	45%	47%	6%	39%	5%
Flexible Testing	N=537		56%	30%	52%	1%	46%	1%
Counseling	N=425		19%	80%	25%	5%	80%	4%
Campus Facilities	N=550		43%	51%	41%	2%	40%	3%

Table 4. Support Services - Percent of Respondents By Question

SUPPORT SERVICES

	Is this available? Yes	No	Have you used? Yes	No	Is it helpful? Yes	No	Is it easy to use? Yes	No
Videotape Lessons	98%	2%	35%	65%	98%	2%	97%	3%
Telephone Contact	95%	5%	28%	72%	91%	9%	88%	12%
Test Review	80%	20%	55%	45%	89%	11%	89%	11%
Flexible Testing	95%	5%	65%	35%	97%	3%	97%	3%
Counseling	92%	8%	20%	80%	84%	16%	87%	13%
Campus Facilities	96%	4%	46%	54%	95%	5%	94%	6%

Table 5. Support Services - Percent of Respondents Stating Knowledge of Availability

	Total Enrolled	Number of Enrollees Responding	Percent of Enrollees Responding	Percent of Total Enrollees	Percent of Total Respondents
Making It Count - An Introduction to Computer Programming	745	499	67%	77%	77%
Humanities Through the Arts - An Introduction to Humanities	111	65	59%	12%	10%
It's Everybody's Business - An Introduction to Business	95	72	76%	10%	11%
Focus on Society - An Introduction to Sociology	13	12	92%	1%	2%
TOTAL	964	648		100%	100%

Table 6. Number and Percent of Respondents

Findings of Faculty Survey

All 23 telecourse faculty completed the questionnaire. Results by course are given in Appendix B. They show a wide range of options available to students in the telecourse operations at various institutions.

Major findings from the telecourse faculty survey include:

- Telecourse discussion sessions were held on-campus at all institutions and off-campus, additionally, at three institutions.
- A comprehensive exam was given for 11 of the 23 courses.
- Tests were totally from support materials for 13 of the courses.
- Written exercises were required for 6 of the courses.
- Eighteen faculty stated that the grades for student in the telecourse were overall the same or higher than for similar on-campus courses they had taught.
- Course materials were rated as adequate and satisfactory by 21 faculty.
- Twenty faculty were employed full-time at their institutions.
- Sixteen faculty taught the telecourse as part of their regular course load; 2 taught in addition to regular loads with extra compensation; and 2 taught in addition to their regular load without extra compensation.
- Twenty-two faculty would be willing to teach another telecourse.
- Seven faculty would change the operation if they taught another telecourse; fifteen would not.
- Twenty faculty said the support services were adequate.

Limitations of the Study

The following must be acknowledged in utilizing the data from the student survey:

1. Due to the difference in numbers of enrollees per institution, almost one quarter of the student population was from a single institution and almost 60% of the respondents came from only 4 of the 14 institutions.
2. Self-reporting necessarily includes biases and interpretations by the person completing the form.
3. Most student respondents (85.5%) completed the forms on-campus and, thus, were more likely to be still active telecourse students. They

may be over represented compared to students who were no longer active.

4. Coordinators handling the student survey at each institution may not have actively followed-up on those students who did not initially complete survey forms.
5. In examining viewing and scheduling data, it must be assumed that the population voluntarily enrolled for a course broadcast only on Saturday mornings.

COORDINATION ACTIVITIES/OUTCOMES

The following are activities carried on by the project staff which aided in coordination between institutions and agencies involved with the project goals.

- Initiated regional structure for Consortium
- Handled licensing arrangements for telecourses
- Coordinated selection and scheduling of broadcast courses with UNC Center for Public Television
- Distributed information on new course options for cable
- Maintained contact with interested agencies through the Advisory Committee
- Held three regional meetings in each region for discussion and information exchange on project related topics
- Established and sought guidance from Governing Board in three meetings
- Established Advisory Committee and sought guidance in four meetings
- Sought appointment of liaison from Department of Community Colleges to Consortium
- Held two statewide Consortium meetings
- Represented Consortium in communications with representatives from:
  NC Office of Veterans Education
  Southern Association of Colleges and Schools
  UNC Center for Public Telelvision
  NC Agency for Public Telecommunications
  Public Broadcasting Service, Adult Learning Programming
  NC Department of Community Colleges
  Southern Educational Communications Association

Outcomes of these activities include:

- Telecourse broadcast Fall '81 and Winter/Spring '82
- Acknowledgement of statewide telecourse operation from the Southern Association of Colleges and Schools
- Appointment of liaison from Department of Community Colleges
- Adoption of proposal for continuing Consortium governance, financing, and structure (Appendix F)
- Indication by twelve institutions of their willingness to support the new Consortium structure

The adoption of the proposal for a continuing Consortium structure was a major product of coordination activities. This structure would provide the framework for a systematic approach to expanding the involvement of community college institutions in using telecommunications for instruction. This proposal (Appendix F) provides guidelines which may be used to organize the participants for on-going Consortium activities.

COMMUNICATION ACTIVITIES/OUTCOMES

These activities in the communication effort assisted participants in project goals.

- NC Adult Educators Association Presentation - Fall Conference 1981
- NC/SC Library Association Presentation - Fall Conference 1981
- NC Community College Adult Educators Association Presentation - Fall Conference 1981
- Resolution of concern about course selection and scheduling from Consortium transmitted to UNC Center for Public Television
- Memos sent about Winter/Spring '82 broadcast schedule
- Produced three newsletters (Appendix C) including articles on:
  - NC Agency for Public Telecommunication
  - UNC Center for Public Television
  - Guidelines for cost-effectiveness study
  - Working with cable operators
  - Telecourse information and enrollment data
- Held regional and statewide meetings
- Provided consultations to 15 participating institutions
- Director attended Telecourse Conference '82 - Dallas, Texas, April 30-May 1, 1982
- Generated "Operations Guides From Telecourse-Offering Institutions" (Appendix I)
- Organized final conference with workshop sessions on implementation, promotion, using cable, and equipment needs (Appendix D)
- Produced final report, slide program, and brochure

Outcomes of these activities include:

- Five new institutions will be offering telecourses for Fall 1982.
- Thirteen new institutions joined the Consortium through the project.
- The newsletter and final project conference were listed by most evaluators as the "best" part of the project (Appendix G).
- Evaluations by project participants were consistently high (Appendix G).
- One hundred fifty people attended luncheon and/or workshop sessions during the final conference (Appendix E).
- Final report, slide program, and brochure are available.

CONCLUSIONS/RECOMMENDATIONS

1. Broadcast telecourses offered by community college institutions have attracted an audience of adult students similar demographically to those being attracted to on-campus courses.

The implementation of alternate delivery courses is an important development for the community college system. The new students are more mature, responsible, and independent (Shearon et al, 1979). It is critical that the institutions use all the information available to offer successfully distance learning courses to these students.

2. The major reasons for telecourse enrollment appear to be convenience of time and place coupled with interest in course content and/or educational credit.

This data would suggest that providing a flexible system for telecourse operation at the institutional level could be a significant factor in student satisfaction. The opinion is borne out by results of the questions on support services indicating that a number of students took advantage of their availability (See Tables 4 & 5). Bernard Luskin, President, Coastline Community College writes:

> "The future of education and the use of media in adult learning are closely bound with the motivation of adult learners. If we fail to recognize this, we will evolve on educational system victimized by paralysis....We must be careful not to be obsolete, but more than that, we will be in real trouble if we are anti-adaptive."
>
> (Yarrington, 1979, p. 27)

3. The majority of students in telecourses may be new to the institution.

This information particularly impacts the telecourse operation in three areas:

1. the need to inform fully these students of requirements and services;
2. the need to build flexibility for these students who do not regularly come to campus; and
3. the need to implement a promotional effort to attract these new students--including identifying potential audiences.

The telecourse coordinators and faculty at the institutional level must be aware of the possibility of dealing with both new students and students already involved in on-campus classes.

4. The instructional quality of course materials which have been used for telecourses is satisfactory.

Both students and faculty generally reported that course materials are adequate and that the instructional quality of the materials is high. This is another critical question in the decision to use or enroll in a telecourse. Since much of the course activity is pre-packaged by the producer, it must be of high instructional quality--usable for both faculty and students. Faculty members (22 to 1) reported that telecourse students earned the same or higher grades than students in similar on-campus courses.

5. The support services available to telecourse students appear to be unused by many students but are satisfactory for those who use them.

Although this section elicited some responses which are difficult to interpret, the respondents for the questions of "Is it helpful?" and "Is it easy to use?" were overwhelmingly positive. This may indicate that these services do serve as an important function for students.

6. These students were watching the programs during Saturday broadcasts and preferred this time period for viewing.

Much further study needs to be done here with different populations, or a more generalized approach to the question should be taken since the self-selection of students may have pre-determined the outcome.

7. Telecourse faculty are generally satisfied with their experience and would be willing to continue teaching telecourses.

Although overwhelmingly positive about the telecourse experience, faculty list concerns, problems, and suggestions which should be heeded by administrators. It is important that the contact between faculty and students be encouraged and facilitated.

The administration must be responsive to the expressed needs of telecourse faculty and students. Since faculty will probably be "closest" to telecourse students, their perceptions of the process give insights which are important in evaluating telecourse operations.

8. The regional structure for the Consortium operation made involvement and interaction among institutions more easily achievable.

The regional coordinators served as local centers for information dissemination and helped provide other services to participating institutions, as well as serving on the project team. Regional meetings were well attended and were listed by participant evaluators as helpful (Appendix G). The regional structure allowed participants from across the state to participate fully in all phases of activity. A regional organization should be seriously considered for future consortium structure.

9. There is significant interest in maintaining and expanding the Consortium arrangement.

Twelve institutional representatives at the Conference in July, 1982, pledged the support of their institutions to the proposal for Consortium structure (Appendix F). Many others expressed tentative interest and support. Comments from participants included those expressing continuing need for the Consortium to expand its activities and services to member institutions. A formal structure for the Consortium should be formulated by a committee of the membership with assistance from appropriate Department of Community College personnel. This structure should be adopted and Consortium personnel selected as soon as possible. This continuing structure should be a significant product of the project.

10. There is a continuing need to facilitate exchange of information among interested institutions, groups, and agencies.

The project newsletters were well-received as were the regional and statewide meetings. The final conference was attended by over 150 people from both within and outside the community college system. Many evaluators rated these the "best" project products (Appendix G). This should be a priority goal of the newly formed Consortium.

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APPENDICES

1982

WINTER/SPRING
NCCIT Project
TELECOURSE STUDENT PROFILE

1982

Name of Institution_____

Name of Course_____

ENROLLMENT

1. **How are you enrolled?**
   - ☐ Through Continuing Education (or Extension)
   - ☐ As a curriculum credit student
   - ☐ Don't Know

2. **How many curriculum credit courses have you taken previously at this institution?**
   - ☐ 0
   - ☐ 1
   - ☐ 2
   - ☐ 3
   - ☐ 4 or more

3. **How many courses by television have you taken at this institution before this one?**
   - ☐ 0
   - ☐ 1
   - ☐ 2
   - ☐ 3
   - ☐ 4 or more

4. **How did you learn about this course? (Choose any which apply.)**
   - ☐ Newspaper Ads
   - ☐ Mailed brochure
   - ☐ Radio
   - ☐ TV/Cable
   - ☐ Newspaper Article
   - ☐ Friends/Co-workers
   - ☐ Employer
   - ☐ Brochure
   - ☐ Class Schedule
   - ☐ Other (Specify)_____

5. **What is your main reason for enrolling in this course? (Choose one only.)**
   - ☐ Personal enrichment
   - ☐ Professional development
   - ☐ Career interest
   - ☐ To try a TV course
   - ☐ Educational credit
   - ☐ Teaching Certificate renewal
   - ☐ Other (Specify)_____

6. **Are there reasons which make it difficult for you to enroll in an on-campus course?**
   - ☐ Yes
   - ☐ No

7. **If you said yes in question 6 what are those reasons? (Choose any which apply.)**
   - ☐ Family responsibilities
   - ☐ Work schedule
   - ☐ Transportation Cost
   - ☐ No transportation
   - ☐ Personal convenience
   - ☐ Other (Specify)_____

GENERAL

8. **Has this course met your expectations?** ☐ Yes ☐ No

9. **Were the course objectives clearly stated?** ☐ Yes ☐ No

10. **To this point, has the course achieved the stated course objectives?** ☐ Yes ☐ No

Did these parts of the course help meet the stated course objectives:

11. TV lessons	☐ Yes	☐ No	☐ Don't Know
12. Text/Print materials	☐ Yes	☐ No	☐ Don't Know
13. On-campus meetings	☐ Yes	☐ No	☐ Don't Know

COURSE OPERATION

Answer the questions about each of the following course components.

14. **Orientation session**

Was it required?	☐ Yes	☐ No	☐ Don't Know
Did you attend?	☐ Yes	☐ No	☐ Don't Know
Was it beneficial?	☐ Yes	☐ No	☐ Don't Know

15. **On-campus sessions**

Are they required?	☐ Yes	☐ No	☐ Don't Know
Have you attended?	☐ Yes	☐ No	☐ Don't Know
Were they helpful?	☐ Yes	☐ No	☐ Don't Know

16. **Tests/Exams**

Have you taken a test in the course? ☐ Yes ☐ No

Did you feel the test was a fair measure of the objectives? ☐ Yes ☐ No

Answer the questions about the following support services.

Support Services	Is this available?		Have you used?		Is it helpful?		Is it easy to use?	
	Yes	No	Yes	No	Yes	No	Yes	No
17. Videotape lessons on-campus								
18. Telephone contact with manager/instructor								
19. Test review sessions								
20. Flexible testing arrangements								
21. Counseling/career guidance								
22. Use of library or other campus facilities								

VIEWING

23. Do you watch the TV lessons? ☐ Yes ☐ No

24. If yes, under what conditions do you usually view the TV lessons? (Choose one or two only.)
- ☐ Saturday broadcasts at home
- ☐ Saturday broadcasts at another location
- ☐ Repeat lessons on cable television during the week
- ☐ Videotapes on-campus at your convenience
- ☐ Videotapes of lessons at another location and time

(Specify)_____

25. If you watch the Saturday broadcasts, what station carries the programs?

_____

26. If you answered question 25, is your reception adequate? ☐ Yes ☐ No

27. Do you subscribe to cable television service? ☐ Yes ☐ No ☐ Don't Know

28. If you subscribe to cable television, are repeat lessons available on your cable?
☐ Yes ☐ No ☐ Don't Know

SCHEDULING

29. Do you have more than one television set in your home? ☐ Yes ☐ No

30. What day(s) would you prefer to watch TV courses?
☐ Monday ☐ Wednesday ☐ Friday ☐ Sunday
☐ Tuesday ☐ Thursday ☐ Saturday ☐ No preference

31. What times would be best for you to watch TV courses during the week (Monday-Thursday)?
☐ 6 a.m. - 8 a.m. ☐ 11 a.m. - 1 p.m. ☐ 4 p.m. - 7 p.m. ☐ 11 p.m. - 1 a.m.
☐ 8 a.m. - 11 a.m. ☐ 1 p.m. - 4 p.m. ☐ 7 p.m. - 11 p.m. ☐ 1 a.m. - 6 a.m.

32. What times would be best for you to watch TV courses on the weekend (Saturday or Sunday)?
☐ 6 a.m. - 8 a.m. ☐ 11 a.m. - 1 p.m. ☐ 4 p.m. - 7 p.m. ☐ 11 p.m. - 1 a.m.
☐ 8 a.m. - 11 a.m. ☐ 1 p.m. - 4 p.m. ☐ 7 p.m. - 11 p.m. ☐ 1 a.m. - 6 a.m.

STUDENT DATA

33. Sex ☐ Male ☐ Female

34. Age ☐ 15-17 ☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ 46-60 ☐ Over 60

35. Marital Status ☐ Single ☐ Married

36 Do you have children under age 13 living with you? ☐ Yes ☐ No

37. What level of education do you have?
☐ Not high school graduate ☐ Attended college ☐ Four year college degree
☐ High School/GED ☐ One or two-year degree ☐ Graduate degree or above

38. What is your employment status?
☐ Full-time ☐ Part-time ☐ Unemployed

39. What is your occupation? (Choose one only.)
☐ Manager ☐ Clerk/Secretary ☐ Homemaker
☐ Production worker ☐ Sales/Customer Service ☐ Other professional
☐ Health/Science Professional ☐ Educator ☐ Retired
☐ Health/Science Technician ☐ Tradesperson ☐ Self-employed
☐ Not currently employed
☐ Other (Specify)_____

40. In what county do you live?_____

41. What is the distance from your home to the main campus?
☐ 0-5 miles ☐ 11-15 miles
☐ 6-10 miles ☐ more than 15 miles

Results

TELECOURSE
FACULTY QUESTIONNAIRE
WINTER/SPRING 1982

Course Organization

1. Telecourse taught: MIC - Making It Count
HTA - Humanities Through The Arts
IEB - It's Everybody's Business
FOS - Focus On Society

2. Course number and title:
MIC - BUS 130 - Introduction to Data Processing
EDP 104 - Introduction to Data Processing
EDP 3300 - Introduction to Computers
EDP 101
BDP 101
EDP 104 - Introduction to Data Processing
EDP 251 - Introduction to Data Processing
EDP 104 - Introduction to Data Processing
EDP 101 - Introduction to EDP Processing
DAP 111
EDP 104
EDP 104 - Survey of Data Processing Systems
CSI 101B - Introduction to Data Processing

IEB - BUS 101
BUS 101
BUS 101 - Introduction to Business
BUS 101 - Introduction to Business
BUS 0100 - Introduction to Business

HTA - HUM 101
HUM 1306
HUM 0161 - Humanities thru the Arts
HUM 215 - Humanities through the Arts
FOS - SOC 100

3. Is this course offered through:

	Con Ed	Curriculum	Both
MIC	-		1
HTA	-		3
IEB	-	4	1
FOS	1	-	-

4. Credit hours given:

	3 credits	4 credits	5 credits
MIC	2	8	3
HTA	1	1	2
IEB	1	2	2
FOS	-	-	1

5. Number of required class hours beyond the time required to view TV lessons:

	Range	Average
MIC	0-15	6.5
HTA	1-12	4.8
IEB	2-5	3.5
FOS	6	6

6. Number of optional class hours beyond the time required to view TV lessons:

	Range	Average
MIC	0-9	3.7
HTA	0-8	5
IEB	0-4	1.8
FOS	4	4

7. What percentage of your students participated in the optional class sessions?

	Range	Average
MIC	25%-98%	71.1%
HTA	0-50%	16.3%
IEB	0%-98%	33%
FOS	50%	50%

8. Were class sessions held on campus?

	Yes	No
MIC	13	-
HTA	4	-
IEB	5	-
FOS	1	-

9. Were class sessions held at any other location?

	Yes	No
MIC	3	10
HTA	-	4
IEB	-	4
FOS	-	1

Where? High school, community services building, learning center off campus.

10. Number of tests/exams given:

	Range	Average
MIC	2-25	5.2
HTA	2-4	2.8
IEB	2-3	2.4
FOS	2	2

11. Was a comprehensive final exam given?

	Yes	No
MIC	8	5
HTA	2	2
IEB	-	5
FOS	1	-

12. Were written exercises required of the student in addition to those in the text and study guide?

	Yes	No
MIC	3	10
HTA	2	2
IEB	1	4
FOS	-	1

13. Were back-up video-tapes available?

	Yes	No
MIC	13	-
HTA	4	-
IEB	5	-
FOS	1	-

Where? On-campus 23; Off-campus 1.

14. Was telephone contact with an instructor or instructional assistant available to your students?

	Yes	No
MIC	13	-
HTA	4	-
IEB	5	-
FOS	1	-

How many hours per week?

	Range	Average
MIC	2-80	17.9
HTA	10-40	20.7
IEB	5-40	20.6
FOS	5	5

Course Materials

15. Were the course objectives clearly stated in the print materials accompanying the course?

	Yes	No
MIC	12	1
HTA	4	-
IEB	5	-
FOS	1	-

16. Did the TV lessons adequately support the course objectives?

	Yes	No
MIC	13	-
HTA	4	-
IEB	5	-
FOS	1	-

17. Did the instructor's guide and other supplementary materials supplied with this course (excluding testing materials) adequately support the course objectives?

	Yes	No
MIC	11	2
HTA	4	-
IEB	5	-
FOS	1	-

Explain: -- Would have liked more explanation on Basic programming
-- No supplementary materials were provided

18. Did the student guide and other student materials supplied with this course adequately support the course objectives?

	Yes	No
MIC	12	1
HTA	4	-
IEB	5	-
FOS	1	-

19. Tests administered came from the test questions available in the support materials:

	Totally	Majority	Somewhat	Not at all
MIC	6	6	1	-
HTA	2	-	1	1
IEB	4	-	1	-
FOS	1	-	-	-

20. Did the tests included in the support materials adequately measure the course objectives?

	Yes	No
MIC	12	1
HTA	3	1
IEB	5	-
FOS	1	-

21. Check all types of questions you used in testing.

	T/F	Essay	Short Answer	Definitions	Mult. Choice	Other
MIC	6	1	2	2	13	3
HTA	2	3	2	3	3	2
IEB	5	-	1	1	5	-
FOS	1	-	-	-	1	-

22. Overall, were you satisfied with course materials?

	Very satisfied	Moderately satisfied	Not at all satisfied
MIC	8	4	1
HTA	4	-	-
IEB	4	1	-
FOS	1	-	-

Faculty Data

23. How many times have you taught a telecourse prior to this one?

	0	1 time	2 times	3 times	5 times
MIC	5	4	1	2	1
HTA	3	1	-	-	-
IEB	1	4	-	-	-
FOS	1	-	-	-	-

24. Are you a full-time faculty member at your institution?

	Yes	No
MIC	10	3
HTA	4	-
IEB	5	-
FOS	1	-

25. If yes, were your telecourse responsibilities:

	Part of regular course load	Extra compensation	No extra compensation
MIC	6	2	2
HTA	4	-	-
IEB	5	-	-
FOS	1	-	-

26. The amount of preparation time compared to a regular course with the same number of credit hours was:

	Greater	Same	Less
MIC	4	8	1
HTA	2	2	0
IEB	1	2	2
FOS	-	1	-

27. Have you taught, on your campus, a regular course which parallels this telecourse in terms of content and stated objectives?

	Yes	No
MIC	11	2
HTA	3	1
IEB	5	-
FOS	1	-

28. If yes, in comparing students, did telecourse students earn grades which were overall lower, the same, or higher than those in an on-campus course?

	Lower	Same	Higher
MIC	1	6	4
HTA	-	1	1
IEB	-	5	-
FOS	-	1	-

29. Would you be willing to teach this or another telecourse again?

	Yes	No
MIC	13	-
HTA	3	1
IEB	4	1
FOS	1	-

Explain: The instructor is dependent on too many other people who do not take their jobs seriously.

30. Did you receive an orientation or preparatory materials to assist you with telecourse management?

	Yes	No
MIC	11	2
HTA	4	-
IEB	5	-
FOS	1	-

31. If you taught this course again would you do anything differently?

	Yes	No
MIC	3	10
HTA	2	1
IEB	2	3
FOS	-	1

Explain:

-- Allow more time to discuss material.

-- Nature of course provides for little change. However, would love to see support materials for this course or telecourse material from a different vendor.

-- Improve registration, hand-out package explaining course objectives, schedules, and techniques.

-- Incorporate more filmstrips on BASIC. Have more handouts for students who come in for "hands on" experience that would be self-pacing. Restructure orientation.

-- Revise the written exercises I required of the students.

-- Try to arrange for more contact with the students and for more subject area experts to address specific questions the students might have.

-- I would select other materials related to Humanities; also, prepare a bibliography for further use of students.

-- I would eliminate on-campus meetings as much as possible because of low participation.

Support Activities

32. Were the support staff and services on-campus adequate?

	Yes	No
MIC	11	2
HTA	3	1
IEB	5	-
FOS	1	-

33. What institutional services or support would have improved this course?

-- More equipment in better condition.

-- Institutional services were great, but no support material provided.

-- Additional equipment.

-- More periodicals on computing in LRC.

-- A student worker assigned to lab to assist the individuals who want "hands on" at a time when course manager is not available.

-- Having access to televised segments prior to course.

-- Bookstore cooperation/efficiency in telecourse center/someone who really assumes responsibility for control of telecourse operations.

-- We received great support from all concerned staff personnel; AV Director, Librarian, Division Head and Faculty

-- We had complaints from our Learning Lab staff that the testing was a hardship on them, we need support from our administration in this matter.

-- Administrative tasks would be easier if the term of the course corresponded with the quarters on campus.

Student Data

34. How many students enrolled? (Enrollment data available elsewhere.)

35. How many students completed? (Completion data unavailable.)

36. Do you have any other comments?

-- Students seem to like the personal contacts, even though they would not want to meet every week as a class. Those who finish are highly motivated to continue, in large part, with the course in BASIC. If any lessons are to be revised, students would like less lecturing in the sessions which drag - a bit too much "Joe Early" all at one time.

-- This was a great experience, very well planned and highly informative. We need more humanities courses.

-- I feel that many of the audit students did very little. 42 students enrolled, 20 took the final exam.

-- Student study guide should reference page reading to the Telecourse presentations.

-- Students expressed a great deal of anxiety due to the large amount of material covered in the course. Students also seemed to miss the more frequent interaction with the instructor and other students experienced in classroom instruction on campus.

North Carolina Consortium for Instructional Telecommunications

Vol. 1 No. 2 *"Utilizing Telecommunications for Non-Traditional Instruction."* *January 1982*

PROJECT YEAR - HALFWAY REPORT

By Augusta Crawford, Project Director, Durham Technical Institute

The project year is half over and we have had a challenging six months. It has been a pleasure to work with those of you who are already project participants. Everyone involved in the project has been supportive and enthusiastic. If your institution is not now involved in the Consortium but would like to be, please get in touch with me or the regional coordinator in your area. Both the Consortium and the project exist for the benefit of interested institutions within the system. The only requirement for being a part of either is an interest in the development of telecommunications for instructional purposes within the state. Feel free to inquire about us or to join us at any time.

What has the first half-year brought? We have held two meetings of participants in each region to share information and discuss needs. From a general meeting in September, recommendations were made on the Winter/Spring 1982 schedule. Meetings of the Advisory Committee and the Governing Board have also been very fruitful.

Both faculty and student survey forms for Winter/Spring 1982 have been developed and were field tested during the fall. Our first newsletter went out in October. Our second newsletter (which you're reading) has been distributed to all institutions as well as to Advisory Committee members and other community college personnel. Other activities include continuing discussions with appropriate persons on major issues of concern to Consortium members.

What will the next half-year bring? It looks like this:

February	March	April	May	June	July
Regional Meetings	Survey students	Process/Analyze student data	Survey faculty	Prepare/Issue Survey Report Design/Produce slideshow	
		Mail newsletter			Mail newsletter
Governing Board Meeting	Advisory Committee Meeting	Governing Board Meeting		Advisory Committee Meeting	Final Conference/ Evaluation Session
Progress on Issues — Use of Telecommunications for Instruction					

The success of these planned activities depends on the continued support of the survey participants. Your interest and involvement makes the project possible. It is going to be an exciting second half-year.

Project Staff:
Augusta Crawford - *Project Director*
Joel Page - *Project Assistant*

Regional Coordinators:
Mack Smith - *Isothermal Community College*
John Mann - *Guilford Technical Institute*
Winnie Cooke - *Southeastern Community College*

Thanks For Assistance:
Lowell Allen - *Letterhead Design*
Randy Bass - *Typesetting & Layout*
Robert Hopson, Larry Medlin - *Printers*

This newsletter comes to you in an effort to improve and extend communication among interested institutions and agencies. Please share with us your thoughts about this effort and about the project as a whole. Let others know about your activities and successes and future plans. Working together, as in the past, NCCIT members can seek and make available new and different alternatives for delivery of instruction to the adults we all serve.

THE UNIVERSITY OF NORTH CAROLINA CENTER FOR PUBLIC TELEVISION:

RESPONDING TO NEEDS FOR ADULT EDUCATION

By Dr. Jack Porter

The UNC Center for Public Television is a new institution within the UNC family of institutions. As such, it comes under the General Administration of University President William C. Friday. The Center has its own board of trustees with Chairman Herbert Hyde. The Center's managing director is John W. Dunlop.

The Center operates a statewide, interconnected system of broadcast transmitters (television stations) and translators. The Center acquires national programming through the Public Broadcasting Service and from other sources. Programming is also available from the Center itself which maintains production centers and mobile production facilities for programs of local or in-state interest.

Three types of programming make up the regular broadcast schedule. The day-time week-day hours are devoted to delivering instructional programs to students in the public schools. Saturdays from 8:00 a.m. to 1:00 p.m. are devoted to instructional programs for adults. All other times are essentially for general audience programming.

Believing that broadcast television offers a unique opportunity for making educational opportunities more readily available to adults in their homes and elsewhere, the Center has recently embarked upon an ambitious effort of adult education with North Carolina colleges and universities and with other adult education agencies. These activities are coordinated by a full-time Director of Adult Education, Dr. Jack Porter.

The Center interprets adult education to include adult basic education (literacy and coping skills training), high school equivalency education, vocational and occupational training, and college level education. The Center's ambition is to develop, acquire, and broadcast programs which may be uniquely valuable to North Carolinians in all of these areas in cooperation with North Carolina's post-secondary institutions.

The Center invites any institution, agency, or individual to make proposals for developing, acquiring, or broadcasting adult education programs. Most recently such programs have consisted almost exclusively of college-level telecourses because of the desires of the institutions which are participants in the North Carolina Consortium for Instructional Telecommunications and because of the ambitious national efforts of the Public Broadcasting Service through its PTV-3 service. The predominance of these kinds of offerings in the past, however, should not mean that they will continue to be predominant in future adult education efforts.

For many years, the Public Broadcasting Service has wished to make a significant national broadcast service available in adult education. The Adult Learning Program through PTV-3 is the most recent effort. PBS arranges for colleges and universities to have the right to offer credit at a reduced fee for the telecourse offerings of many producers. This service makes it possible for local stations such as the UNC Center for Public Television to broadcast these telecourse programs. Colleges and universities have the opportunity to choose from among as many as eight outstanding telecourse series in any offering period.

The Center is participating significantly in this effort of the Public Broadcasting System to bring to any college the opportunity to license broadcast courses for its students. Through the efforts of the NCCIT and of the Consortium for Independent Studies centered at the University of North Carolina at Chapel Hill, the opportunities for use of broadcast courses are being made available to adult learners in the state.

Dr. Jack Porter was appointed Director of Adult Education for the UNC Center for Public Television on July 1, 1981. His prior twenty-five year service at N. C. State University includes nine years as a professor of Communication Arts, and, more recently, sixteen years as Director of Television and Associate Director of Continuing Education. In past years, he has been instrumental in developing college credit courses by television and in implementing adult basic education and high school equivalency experiences through television in the state. **Contact Dr. Porter at Box 5546, Raleigh, NC 27650, (919) 737 - 2853.**

Are Telecourses Cost Effective?

By Mary Breeze, Telecourse Coordinator, Guilford Technical Institute
and
Augusta Crawford, Project Director, Durham Technical Institute

Figuring the cost effectiveness of a telecourse is relatively simple. The direct expenses include lease fees, the instructor's salary, and publicity costs. It is quite difficult and not really helpful to calculate indirect support costs (such as printing or overhead) since these would be similar to those incurred for on-campus courses. Postage and telephone costs can add up and perhaps you should make some attempt to estimate these. Also, if you have a staff member who manages telecourses, some estimate of his or her time might be important. Income is the FTE earnback generated by the course enrollment.

Let's look at an example for a curriculum credit telecourse.

PERSONAL FINANCE AND MONEY MANAGEMENT

ASSUMPTIONS:

Base lease fee split equally among seven NCCIT offering institutions
3 credit hours
Tuition $3.25 per credit hour
50 students enrolled
Part-time instructor paid $10 per contact hour

ANALYSIS:

Expenses

Lease Costs
- Share of base lease fee $492.86
- Per student fee ($10 x 50) 500.00

Personnel
- Instructor - part-time (3 hours per week x 11 weeks x $10) 330.00
- Telecourse Coordinator (2.5% of annual salary) 425.00

Publicity
- Ads - newspaper 500.00
- Brochures 100.00

Postage/Phone 150.00

Expense Total $2,497.86

Earnings:

33 hours x 50 students = 1,650 hours
1,650 hours ÷ 704 = 2.34 FTE
2.34 FTE x $1,578.00 =

Earnings Total $3,692.52

Excess $1,194.66*

With the costs given in the example, the break-even enrollment would be about 34 students. This example is not intended to suggest operational guidelines. The decisions on payment of salaries for teaching non-traditional classes depends very much on local custom and institutional practice. Lease costs for different courses also vary greatly. If you calculated expenses based only on salary and lease costs, the break-even point is much lower than in the example.

An important point to remember also is that earnback based only on FTE is not a true reflection of the value of the telecourse to your institution. Telecourses used by institutions across the country consistently draw in new students, many of whom continue in other traditional or non-traditional courses.

Some courses, depending on the content, will enroll more students (and consequently generate more income) than will other courses. Telecourses will usually not bring in substantial profits, but they can be cost-effective if examined over a period of time and with the view that all the "profit" may not be monetary!

* To be applied toward services such as having videotape copies of lessons and resource print materials available in Learning Centers.

Notes:

National Telecourse Conference

The annual conference sponsored by major telecourse producing institutions is being held April 30th - May 1st in Dallas, Texas, prior to the Association of Educational Communications and Technology Conference. This is an excellent opportunity to meet, hear, and talk with users and producers from across the country. Highlights include an address by PBS President Lawrence Crossman and sessions on promotion, production, implementation, evaluation, and future trends. For more information on "Telecourse Conference '82" call me or the Center for Telecommunications, Dallas County Community College District, (214) 746-4609.

Newsletter

We are planning an article on promotional ideas for the next issue. Please send your unique promotional techniques so we can share them with others. Also send along any ideas for other articles or volunteer to write one!

Fall 1982 - Telecourse Broadcast

Following are brief descriptions of the PTV-3 selections available for fall 1982. We may, if you wish, request other courses to be broadcast such as "Making It Count" or other courses not available through PTV-3. We will attempt to arrive at a consensus by means of a Course Selection Committee within the Consortium. If you would be interested in serving on such a committee, please let me know. For further information on any of these courses contact Jack Porter at the address above. Preliminary decisions on using PTV-3 courses should be made by March 1 and final decisions by May 3. *AJC*

PTV-3 Selections for Fall 1982

THE AMERICAN STORY: BEGINNINGS TO 1877

This American History course portrays the political leaders, reformers, artisans, explorers, farmers, soldiers, and industrialists who shaped this era of American life.

THE ART OF BEING HUMAN

This interdisciplinary and thematically arranged course introduces the humanities to adult learners, who seek to explore and enjoy the aspects of art, music, philosophy, drama, and literature.

CONTEMPORARY HEALTH ISSUES

Through factual documentation, exploration of research findings and emerging theories, and debates by leading scholars, this health course examines the critical issues facing today's society such as the myth or reality of the "healthy American," the emotional effects on physical health, drug use and abuse, food safety, genetic counseling, technological benefits versus hazards relative to the environment, and the rising costs of health care.

FOCUS ON SOCIETY

This new principles of sociology course offers clues to understanding the myriad of sociological events of our time. Through interviews with renowned social scientists and close examinations of the portions of society experiencing change, this course explores how the social conditions of the present relate to the attitudes of the recent past.

IT'S EVERYBODY'S BUSINESS

This introductory business course surveys the complex range of operations which constitute the contemporary United States business scene. The latest business theories, as well as brief historical backgrounds, provide an overview of the way today's business community provides goods and services within the legal, ethical, and economic framework of the United States.

PERSONAL FINANCE AND MONEY MANAGEMENT

The basics of budgeting and buying, the intricacies of home ownership, income tax and investments, and the wise use of insurance, wills, and trusts will be explored in this business course.

UNDERSTANDING HUMAN BEHAVIOR

This introduction to psychology surveys the physiological, intra-psychic, and social-behavioral perspectives on human thought and behavior, sensation and perception, motivation, learning and memory, maturation and development, personality theory and psychotherapy, and social psychology.

WRITER'S WORKSHOP

For experienced or aspiring writers, book lovers, and anyone interested in the writing process, this creative writing course offers insight into the methods and experience of 15 of contemporary literature's major talents in both fiction and nonfiction whose specialties range from poetry to film criticism.

A Selection of Other Available Telecourses

These are other telecourses which could be licensed through the NCCIT. If enough schools are interested in offering one, we would negotiate directly with the producer for that course.

TV COURSES

Accounting: An Introduction
Case Studies in Small Business
Voyage: Challenge and Change in Career/Life Planning
Humanities Through the Arts: A Humanities Survey
Writing for a Reason: Freshman Composition
Earth, Sea and Sky: Introduction to Earth Science
Introduction to Mathematics
American Government I: Introduction to American Government
American Government II
The Growing Years: Child Development and Psychology
You and the Law: Personal Law for Living
The Consumer Experience
Mathematics for Modern Living

RADIO COURSES

Business Law
Energy and the Way We Live
Foundations of American Nationalism
You and the Law: Personal Law for Living

North Carolina Consortium for Instructional Telecommunications

"Utilizing Telecommunications for Non-Traditional Instruction."

NCCIT Project Conference

Adult Learning and Technology: Applications and Implications

Ramada Inn
Durham, North Carolina
July 15 and 16, 1982

Project Staff:
Augusta Julian - *Project Director*
Donna Propst - *Project Assistant*

Regional Coordinators:
Mack Smith - *Isothermal Community College*
John Mann - *Guilford Technical Institute*
Linda Howell - *Southeastern Community College*

Conference Program

Thursday, July 15

10:00 - 3:30	Registration	Main Lobby
10:30 - 6:00	Telecourse Preview—Room Open	Room 148
12:00 - 1:00	Luncheon	Ballroom
	Presiding	Augusta Julian
	Welcome	Dr. Phail Wynn, Jr.
	Recognition of Project Staff	Augusta Julian
	Introduction of Speaker	Dr. Jack Porter
	Address: *"The Role of Public Television in Adult Learning"*	Jinny Goldstein, Associate Director, Adult Learning Programming, Public Broadcasting Service

1:30 - 3:15 Workshop Sessions - Concurrent

1. Implementing Non-Traditional Instruction
Moderator - Marischa Cooke
Panelists - Helen Thompson, *Telecourse/Curriculum Center Coordinator, Durham Technical Institute*
Avron Upchurch, *Dean of Instruction, Central Carolina Technical College*
Phil Marion, *Program Auditor, NC Department of Community Colleges*

2. Promotion of Telecourses
Moderator - Dot Roark
Panelists - Robert J. Shuman, *Executive Vice President, Appalachian Community Service Network*
Cindy Wilson, *IOU Director, Central Piedmont Community College*
Marion Michalove, *Telecourse Coordinator, Isothermal Community College*

3. Getting into Cable
Moderator - Hans Heymann
Panelists - Carol Brown Eilber, *Board of Directors, National Federation of Local Cable Programmers*
John Thomas, *Director of the LRC, Davidson County Community College*
Randall Henion, *Director of Individualized Instruction, Davidson County Community College*

	4. Media Support and Equipment for Start-up **Moderator** - Jim Foster **Panelists** - Larry Wolfe, *AV Technician, Fayetteville Technical Institute* Mike Coughlin, *AV Technician, Randolph Technical College*	
3:15 - 3:45	**Break**	
3:45 - 5:30	**Repeat of All Workshop Sessions** **1. Implementing Non-Traditional Instruction — Moderator** - Linda Howell **2. Promotion of Telecourses — Moderator** - Raymond Gilbert **3. Getting Into Cable — Moderator** - Mack Smith **4. Media Support & Equipment for Start-up — Moderator** - John Mann	
6:30 - 8:00	**Reception**	**Ballroom**

Friday, July 16

	General Session	**Ballroom**
9:00 - 9:45	**Opening** Report on Project Results Telecourse Student Survey Telecourse Faculty Survey Communication and Coordination Activities	**Augusta Julian**
9:45 - 10:00	**Project Evaluation**	**John Mann** **Linda Howell**
10:00 - 10:30	**Presentation** Postsecondary/Adult Learning Council Center for Instructional Communications Southern Educational Communications Association	**Dr. Robert Carter, Consultant**
10:30 - 10:45	**Break**	
10:45 - 11:15	**Presentation** UNC Center for Public Television	**John W. Dunlop, Director**
11:15 - 12:00	**Project Wrap-Up**	**Augusta Julian**

Special Thanks from the Project Staff to the following for their commitment and assistance to the project and the confernce.

Dr. Phail Wynn, Jr.
Fred Manley
Dr. William McIntosh
Helen Thompson
Debbie Sugg
All Project Participants
Advisory Committee Members
Governing Board
Printing and Marketing Staff-DTI
Workshop Panelists
Workshop Moderators
Ramada Inn - I-85
Mary Breeze
Media Services Staff-DTI

NCCIT CONFERENCE REGISTRATION

"Adult Learning and Technology:
Applications and Implications"

July 15 and 16, 1982
Durham, North Carolina

****

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June 1982

Proposal on Structure for the NCCIT

by Augusta Julian, Project Director
and Consortium Structure Committee-
Larry Norris, Raymond Gilbert,
Avron Upchurch, and Linda Howell

I. ASSUMPTIONS

A. The Consortium is a valuable organization which provides services needed by the participating institutions.

B. The Consortium will function better with a formalized structure and guidelines for actions in place.

C. We cannot expect significant contributions from the Department of Community Colleges at this time.

II. RECOMMENDATIONS

A. Funds be generated to provide for operational expenses for the coming year by setting a "membership fee" for each participating institution. The fee would be set for the first year at $250. In addition, in-kind contributions will continune to be supplied by participating colleges.

B. A Director of the NCCIT be selected who would coordinate activities as an additional responsibility to regular duties at his/her college.

C. The NCCIT would continue to be organized on a regional basis.

D. Guidelines for structure and decision-making be adopted as suggested below.

E. Cooperative activties between the NCCIT and Rural Renaissance Consortium be explored.

III. SUGGESTED GUIDELINES

A. Governance
1. A Director be selected each year to coordinate meetings and activities.
2. An Executive Committee be selected each year made up of regional coordinators for the three state regions and the Director. Regional coordinators would be selected by colleges within the region.
3. A Governing Board of six (6) presidents be selected to serve 2-year terms with terms staggered so that three (3) new appointments are made each year. This selection is made by a nominating committee with approval of the Executive Committee and the Governing Board members.
4. One person from each participating institution will be selected as the official representative to the NCCIT.

B. Activities

1. The Director could appoint committees from the representatives to consider and act on issues which arise during the year.
2. Broadcast telecourse selection would be done so that initial selections/recommendations would be made by a committee, with the final decision made by majority vote of representatives present at selection meetings held twice yearly.
3. Specific short-range and long-range goals be determined by the Executive Committee in order to concentrate efforts each year.
4. Any decisions or actions by the NCCIT will be determined by majority vote of representatives attending semi-annual meetings.
5. More services needed by participating institutions should be added to activities as resources can be found to support them.

Project Participant Evaluation - Results
NCCIT - "Utilizing Telecommunications for Non-traditional Instruction"

1. My institution (17)did (9) did not offer telecourses during the 81-82 year.

2. Representatives from my institution (25)did (1) did not attend Project Regional Meetings.

	Not at All		Moderately		Very Well	
3. The Project structure helped to provide coordination between my institution and other involved agencies.	1	2	3	4 (4.42)	5	
4. The Project has helped provide communication between my institution and other agencies involved in telecommunications.	1	2	3	4 (4.32)	5	
5. The Project has assisted my institution in:						
a. Seeking increased access to delivery methods	1	2	3	4 (4.00)	5	
b. Making available telecourse materials	1	2	3	4 (3.87)	5	
c. Promoting use of alternative delivery courses	1	2	3	4 (3.79)	5	
6. The design and conduct of the student survey has provided my institution:						
a. help in assessing the effectiveness of instructional delivery methods.	1	2	3	4 (4.00)	5	
b. increased information on student characteristics	1	2	3	4 (4.23)	5	
c. better knowledge of student attitudes	1	2	3	4 (4.09)	5	
7. The Project has provided consulting services to my institution in telecourse administration and operation.	1	2	3	4 (4.04)	5	
8. The Project staff has served as a resource for information relating to telecourse offering including:						
a. implementation	1	2	3	4 (4.25)	5	
b. lease agreements	1	2	3	4 (4.16)	5	
c. cost accounting	1	2	3	4 (4.17)	5	
d. instructional strategies	1	2	3	4 (3.92)	5	
e. support services	1	2	3	4 (3.92)	5	
f. promotion	1	2	3	4 (4.00)	5	
g. course selection	1	2	3	4 (4.08)	5	
h. registration	1	2	3	4 (3.95)	5	
i. FTE reporting	1	2	3	4 (4.00)	5	

9. Overall Project Evaluation

Poor		Average		Excellent
1	2	3	4	5
			4.47	

10. What was the most helpful Project activity or product?

"FTE"
"Information sharing at workshops"
"Communication between institutions re video courses and the Project Workshop in July"
"Information"
"Promotion"
"Resources, taping"
"Final project meeting"
"Sharing of ideas"
"Regional meetings"
"Project Conference"
"Being able to talk with others involved in telecourses"
"Having others to ask about operations, etc."
"Regional meetings"
"Student survey"
"July meeting"
"Sharing of experiences"
"Project Conference"
"Consortium meeting and personal contacts"
"Workshops and regional meetings"
"Leasing agreements and general coordination"
"Survey"
"Student and faculty surveys/conference"

11. What was the least helpful Project activity or product?

"Lease agreement"
"All helpful that related to our needs"
"Everything was useful"
"All were helpful."
"Communications between institution and Project staff could be improved. I was told I'd be on Conference Committee, but no meetings!"
"Inability of project to control schedule to any degree."
"None: all project activities were helpful."
"FTE reporting"

12. Please comment on your overall evaluation of the project.

"Very well"
"Very well directed and provided information accurately and promptly."
"It was very helpful. We anticipate that results of the survey will aid our institution when video courses are initiated."
"Very good."
"Well planned, well conducted, well attended."
"Most helpful - opportunity to share ideas and problems, cost-sharing of telecourse fees, etc., research efforts. Strongly desire continuation of NCCIT."
"Good beginning for telecourse programming."
"Beneficial; need more support now."
"Good project; problems resulted from outside (PBS, etc.) sources. Like to see it continue."

"Great start to getting the 'ball' rolling! We must continue to be on the 'cutting edge' and can do this through a Consortium, collective, effort."

"It was a great beginning! Now we need to charge on and broaden our scope. We must continue broadening our areas of communications. It is so important that we know what others are doing and how."

"(To project team and participants)- really appreciate the cooperative spirit and real help."

"Excellent - Project Director made our job easier and always helped with problems and questions."

"In any new undertaking a sense of community helps. Project provided this."

"Very valuable as far as seeking non-traditional ways to deliver educational opportunities to more people."

"Great potential. Need more inter-institution cooperation for new participants. A concise info packet on costs, etc. would help."

"Possibly would not have offered telecourse (without project). Extremely successful."

"Excellent organization and implementation and achieving goals and objectives."

"Considering the funds invested, staffing, and etc., the project was excellent. We think the Consortium is an excellent way for community colleges to work together to reach a common goal. Perhaps, the State Dept. (of Community Colleges) should assign staffing with appropriate background to help institutions develop telecourses."

"In my opinion, the project was very successful. We anticipate a major expansion in this area."

"Excellent coordination and assistnce on regional level. Excellent support from Director."

"Very good."

"The cooperation of participating institutions in accessing courses, duplication of tapes, and sharing of information has established working relationships which I hope will continue through the Consortium."

Telecourse Resources (7/82)

1. Telecourses: Reflections '80
   An Administrator's Guide to Telecourses
   A Decade of Telecourses

   Coast District Telecourses
   Coast Community College District
   10231 Slater Avenue
   Fountain Valley, California 92708
   (714) 963-0811

2. Using Mass Media for Learning
   Adult Learning and Public Broadcasting
   Mass Media Catalog (1982 revision - available Fall '82)

   Publication Sales
   American Association of Community and Junior Colleges
   1 Dupont Circle, N.W., Suite 410
   Washington, DC 20036
   (202) 293-7050

3. Course descriptions, schedules, administrators' guides, previews

   Appalachian Community Service Network
   1200 New Hampshire Avenue, N.W.
   Suite 240
   Washington, DC 20036
   (202) 331-8100

   Adult Learning Programming
   Public Broadcasting Service
   475 L'Enfant Plaza, S.W.
   Washington, DC 20024
   (202) 488-5000

4. Course descriptions, catalogs, previews

   Auxiliary Services
   Miami-Dade Community College
   11011 S.W. 104th Street
   Miami, Florida 33176
   (305) 596-1361

   Director of Information and Distribution
   Instructional Television Center
   Dallas County Community College District
   12800 Abrams Road
   Dallas, Texas 75243
   (214) 746-4609

Division of Marketing
University of Mid-America
P.O. Box 82006
Lincoln, Nebraska 68501
(402) 474-2300

University of Wisconsin - Green Bay
Green Bay, Wisconsin 54301
(414) 465-2501

Coast Community College District
10231 Slater Avenue
Fountain Valley, California 92708
(714) 962-8861

Maryland Center for Public Broadcasting
Owings Mills, Maryland 21117
(301) 356-5600

Film and Media Library
WGTV
Georgia Center for Continuing Education
Athens, Georgia 30602
(404) 542-1184

Video Sales
Magna Systems, Inc.
P.O. Box 125
East Rochester, NY 14445
(716) 381-3702

TELECOURSE-USING INSTITUTIONS IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Fall 1980 - Spring 1982

Anson Technical College
Beaufort County Community College
*Central Carolina Technical College
Central Piedmont Community College
Cleveland Technical College
College of the Albemarle
Davidson County Community College
Durham Technical Institute
*Edgecombe Technical College
Fayetteville Technical College
Gaston Community College
Guilford Community College
Isothermal Community College
Mitchell Community College
*Piedmont Technical College
Randolph Technical College
Rockingham Community College
Rowan Technical College
Southeastern Community College

*Operation guides unavailable

TELECOURSE OPERATION
ANSON TECHNICAL COLLEGE
Judith A. Smith
LRC Director

I. TELECOURSE SELECTION/ASSIGNMENT

Based on what is being offered by PBS, the various departments decide if individual programs fit their curriculum. If curriculums and programs agree, the telecourse committee then reviews all possibilities and selects courses that appear to be the most promising.

To date, all telecourses are offered for curriculum credit.

II. PERSONNEL SELECTION

The LRC Director coordinates telecourse activities via a telecourse committee. The committee is composed of the Dean of Instruction, the Business Manager, the Commercial Art Department Chairman, and representatives (departmental chairmen and telecourse instructors) from curriculums planning to offer telecourses. The instructors are selected based on the courses they normally teach. For example, the instructor for Making It Count was the same as for Anson Tech's corresponding computer course.

The instructors and the Telecourse Coordinator (LRC Director) are responsible for contacting students.

III. PERSONNEL TRAINING

Since our participating instructors are involved from the very beginning and since our telecourse offerings are limited, we have no need at this time for instructor orientation and/or a specific guide. A standardized format for an orientation letter is used, and information and experiences are readily shared.

IV. BUDGETING

Telecourses are budgeted just as a regular curriculum class would be funded. Additional costs of advertising must be taken into account. We have no special telecourse budget.

V. INSTRUCTIONAL STRATEGY

Students have an on-campus orientation/information session and final exam period. They are strongly encouraged to purchase tests and study guides when available. If programs are missed, review tapes are available on campus.

Students may contact an instructor by phone, in person, or by mail. When the instructor is not immediately available, they are referred to the Telecourse Center (LRC). The LRC staff then answers the question or makes arrangements for student and instructor to make contact.

Course requirements are determined by the individual instructors based on the requirements of the corresponding on campus offering.

VI. COURSE OPERATION

Telecourse instructors handle the orientation sessions which are held prior to the beginning of the course. Generally, two or three sessions are held.

As mentioned before, the LRC, acting as the Telecourse Center, handles calls from students. All memos and reminders (written and phoned) come from the Telcourse Center. Students are contacted by the Telecourse Center to remind them to attend orientation, to mail in assignments, and to notify them of any other changes. The exact number of contacts varies with each student.

VII. VIDEO LESSON VIEWING

The LRC tapes all programs and the tapes are made available during regular LRC hours--8:00 a.m. to 9:00 p.m. Monday through Thursday, 8:00 a.m. - 5:00 p.m. on Friday.

VIII. EQUIPMENT

Equipment utilized for telecourses is housed in the LRC and consists of a timer, recording unit, and monitor.

IX. REGISTRATION

Students may register at orientation sessions, via mail, or either on campus during indicated registration periods. They may also pre-register. The people who normally handle registration procedures are involved.

X. PROMOTION

Promotional activities are the responsibility of the Telecourse Committee. Flyers, posters, radio spots, and news releases are utilized. If a program is of special interest to a particular group, they will be contacted by recruiters or the Telecourse Center.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

The 20% reporting and enrollment calculations are done for telecourses the same as they are for a regular on-campus class.

XII. STRENGTHS/WEAKNESSES

I think we would be more successful if the offerings were not on Saturday mornings. Our promotional efforts get the word out; we just can't drum up business for Saturday morning. The only thing we could do to perhaps help people who might be interested but don't pick up PBS would be to have a set available to view it on. With programs on Saturdays and being a small operation, that poses some problems.

XIII. FUTURE DIRECTION

If telecourse offerings were to grow and prosper, it would be advantageous to have multiple student monitors/playback units. Students could then view tapes at any time and would not have to rely on home reception or the fact that we currently only have one monitor available.

TELECOURSE OPERATION
BEAUFORT COUNTY COMMUNITY COLLEGE
Jim Farmer, Evening Director

I. TELECOURSE SELECTION/ASSIGNMENT
The decision to offer "Making It Count" in the Winter/Spring Quarter 1982 was made jointly by the Business Division Chairperson and the Evening Director in consultation with the Dean of Instruction. This was offered through the curriculum program and credit was awarded for EDP 251, Introduction to Data Processing, a four (4) credit hour course.

II. PERSONNEL SELECTION
The Director of Evening Programs coordinated the telecourse activities with the Division Chairperson whose division offered credit for telecourse. The instructor for the telecourse was selected by the Division Chairperson. The Division Chairperson and the Instructor were responsibile for all student contact; i.e. workshop, hotline, and testing. These two individuals along with the office of Evening Programs assisted with registration of students for telecourse.

III. PERSONNEL TRAINING
The only orientation received by the instructor for the course "Making It Count" was through information forwarded to the instructor by the Division Chairperson and Director of Evening Programs who attended several sessions of NCCIT. A faculty guide for telecourse operations has not been developed. There seems to be a need, however, in this area.

IV. BUDGETING
A seperate budget for telecourse operations has not been devised at present. The budget for our first telecourse operation was incorporated into the Business Division Budget.

V. INSTRUCTIONAL STRATEGY
Basically we followed the recommendations of institutions who had previous experience with telecourse offering. On-campus discussion workshops were required as well as a mid-term and final test. The instructor for telecourse maintained office hours for the benefit of students contacting him by person and/or telephone. The decision on course requirements was made jointly by the Division Chairperson and Instructor.

VI. COURSE OPERATION
Orientation was offered on three different days to allow for the convenience of the student. Both afternoon and evening sessions were conducted. The telecourse instructor's office served as the center for student contact call-in. However, the Learning Resource Center became the location for the audio visual tapes to be viewed by students when a televised lesson was missed. An initial mailing of memos concerning orientation and course requirements was made to all registered students. Further contact was made by phone to make special assignments for the workshops.

VII. VIDEO LESSON VIEWING

One copy of the video tapes was made available through Durham Technical Institute. These were housed in the Learning Resource Center and checked our for viewing in the LRC during the hours of 8:15 a.m. to 10:00 p.m., Monday through Thursday and 8:15 a.m. to 5:00 p.m. Friday. There were no repeats available through cable.

VIII. EQUIPMENT

The video play-back equipment was utilized, being housed in the Learning Resource Center.

IX. REGISTRATION

Registration for the telecourse was accomplished through regular registration (which occurred three weeks prior to the beginning of the telecourse), by mail (which was handled through the Evening Director's Office), and during the orientation sessions.

X. PROMOTION

Promotion for the telecourse was handled through the Director of Evening Programs' Office in coordination with Public Relations Director and Business Division Chairperson. Brochures were placed in local industries and businessess and mailed to special target groups such as, instructional supervisors of surrounding public school administrative units. Press releases were mailed to all area newspapers, radio stations and television stations. Paid ads and public service ads were placed in local newspapers.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

Those students who were offically registered and attended the orientation session were reported as enrolled at the 20% point.

XII. STRENGTHS/WEAKNESSESS

Beaufort County Community College has offered only one Telecourse which was considered very successful. Additional equipment is needed to accomodate an expanded Telecourse program.

XIII. FUTURE DIRECTION

Beaufort County Community College will offer two telecourses during the Fall '82 Quarter. The effectiveness of telecourses for our service area will continue to be evaluated and decisions affecting future direction will be made as indicated.

TELECOURSE OPERATION
CENTRAL PIEDMONT COMMUNITY COLLEGE
CYNTHIA WILSON, INSTRUCTIONAL OPTIONS UNLIMITED COORDINATOR

I. TELECOURSE SELECTION/ASSIGNMENT

The final decision for course offerings is that of the Department Head. The IOU Coordinator informs Department Heads and instructors of courses available through ACSN, PTV-3 and NCCIT as well as those which we may license as an individual institution. Preview materials are examined and the course is offered for either curriculum credit or continuing education at the discretion of the Department Head. Course objectives corresponding closely to those of a similar campus course will receive the same course number, title and credit hours as the campus course. Courses which do not correspond closely to a campus course are assigned credit hours according to the number of video lessons plus hours the student is in contact with the instructor for discussion and testing. CEU's are assigned by the Charlotte Mecklenburg School System if approved for CEU credit.

II. PERSONNEL SELECTION

Telecourse activities are coordinated by the Instructional Options Unlimited Coordinator whose duties include:- I.) Informing faculty of current telecourses available, 2.) Schedule of broadcasts for cable TV and the local PBS station, 3.) Serve as college contact with various consortia, broadcast stations and cable companies, 4.) Coordinate license agreements, contracts and payment, 5.) Purchase of videotapes, duplication and distribution, 6.) Develop surveys for needs assessment, 7.) Create and publish guidelines for faculty, 8.) Coordinate support services such as registration, promotion and advertising. The IOU Coordinator is also responsible for courses by radio, newspaper and telephone and the use of microcomputers in instruction. Instructors, usually full-time faculty, are selected by Department Heads; contact with instructors is coordinated with the Telecourse Center on campus. Telecourse Center personnel take phone messages for delivery to instructors and provide an information distribution service to telecourse students. Persons directly involved with telecourses include:

- -Off-Campus Learning Center Facilitators - video playback service
- -Telecourse Center Coordinator and one lab person - video playback service and instructor support services
- -IOU Coordinator

III. PERSONNEL TRAINING

The IOU Coordinator orientes instructors to Telecourse operations and procedures. A faculty guide is now being developed as more and more instructors are introduced to telecourses. A great help in involving faculty new to telecourses is the experience of faculty previously having taught telecourses.

IV. BUDGETING

At CPCC, there is no individual budget set aside for telecourses. Each department covers the cost of telecourses offered within that department. Telecourse operation cost per offering: (based on 30 modules per course)

First Quarter	Succeeding Quarters
License Fees - $300-400	same
Enrollment Fees - $15-25 per student	same
Duplication - $3550 (advance set plus 6 copies)	-0-
Broadcast Fees - $1701	same

V. INSTRUCTIONAL STRATEGY

Course components include texts, study guides and outside assignments. Orientation is required for each student enrolled in a telecourse either at a designated time and place or by contact with the instructor. Orientation sessions are taped by many instructors; students are encouraged to attend discussion sessions with the instructor, usually 3 to 4 per quarter. Contact is made with instructors by phone or appointment. Test and videotapes for review are available on campus or in three off campus learning centers. Course requirements are left to the discretion of the instructor and his/her department head, corresponding closely to campus courses.

VI. COURSE OPERATION

Orientation sessions are held by individual course instructors. Two to four orientation sessions are scheduled during various day and evening hours to provide convenience to students. The center for student contact and call-in is the Telecourse Center located in the LRC on campus. Mailings are made to students through the Telecourse Center. Two newsletters are mailed each quarter which include memos from instructors, testing and assignment information and general interest articles for telecourse students. Students may be contacted by phone through the Telecourse Center at the request of an instructor or in the case of broadcast changes.

VII. VIDEO LESSON VIEWING

The IOU Coordinator coordinates videotape duplication with the video studio in the Media Production Department and supervises part-time personnel for off-air taping. The videotapes are bicycled to broadcast stations, three learning centers off campus and the Telecourse Center. Viewing is available in off campus centers Monday through Friday, 9am to 9pm and Saturday 9am to 5pm and in the Telecourse Center on campus Monday through Friday, 8am to 10pm and Saturday, 8am to 12noon. Repeats of videotapes are available over Cable TV.

VIII. EQUIPMENT

Video recording and playback equipment is used on campus in the video studio and Telecourse Center, at the Cable TV station, at the local PBS station and in the three off-campus learning centers. No other equipment is used at this time.

IX. REGISTRATION

The IOU Coordinator coordinates with the campus Registration Center to provide on-line registration for telecourses four ways: 1.) By mail-students may use registration form attached to quarterly schedules or call the Telecourse Center for registration forms, 2.) By phone-students may call during three specific days prior to the beginning of a quarter to register, 3.) During regular registration on campus or in the three off-campus learning centers (two weeks) and 4.) In the orientation session. Registration for telecourses is accepted up to the 20% date. All registration is handled by registration center personnel on and off campus, but instructors handle registration in the orientation sessions.

X. PROMOTION

Promotion is coordinated by the IOU Coordinator and the Public Information Office on Campus. Quarterly brochures of offerings are prepared and distributed to 40,000 homes. Posters are distributed to Personnel Offices of large businesses, banks and local stores and, PSA's to announce registration are sent to radio and television stations. An individual ad for Telecourses is placed on page 2 or 3 in the quarterly schedules as well as listings throughout the schedules by department. Follow-up ads are placed in local daily newspapers and weekly neighborhood papers. Various 15 to 30 second commercials are produced on the campus for broadcast over local cable television and over local PBS station. A newsletter is sent to telecourse students monthly and program schedules are announced quarterly in TV Guide. Costs for newspaper advertising is covered by the Public Information Office.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

Telecourse enrollment reports are completed by individual instructors. All students enrolled up to the 20% point are included. Course hours are calculated as follows: Each 1/2 hour video lesson equals one hour of instruction plus hours for orientation, discussion sessions and testing. The 20% point is calculated as 20% of these hours and the date of the quarter at which this percentage falls.

XII. STRENGTHS/WEAKNESSES

Enrollments in telecourse offerings have increased over the past year due to a number of factors: I.) increased promotion, 2.) four methods of registration, and 3.) availability of videotapes in three off campus locations. Acceptance by faculty of telecourses as a viable means of instruction has increased the number of offerings. Administrative support for non-traditional offerings has been an important factor in our overall success.

An area in which we could improve is that of equipment acquisition. With increased offerings and enrollment, additional videoplayers are necessary to serve the student population. Copying programs from the air for delayed broadcast and bicycling videotapes to television stations continues to be a problem.

XIII. FUTURE DIRECTION

Cooperative efforts are now being implemented between CPCC and cable television to place a two-way Cable head in on our campus and in two of of our off campus centers. This will enable us to feed programs and live broadcasts from these locations which will alleviate the need for bicycling tapes. Additional support staff for instructors and students would greatly enhance the success of our program and its students.

TELECOURSE OPERATION

Cleveland Technical College

Dorothy M. Roark DMR

Director of Development/Public Relations

I. TELECOURSE SELECTION/ASSIGNMENT

The Dean of Instruction, Department Heads, and the Telecourse Coordinator (T.C.) select telecourses based on high demand courses offered by the college (e.g. frequently offered and introduction courses, etc.). Curriculum credit is given on basis of the number of credits established for the regular campus course (also same number and title).

II. PERSONNEL SELECTION

The Director of Development/Public Relations is responsible for the coordinating of telecourses in addition to other assigned duties. Responsibilities for the T.C. include publicity coordinating (news media, brochures, etc.), keeping staff and students informed of upcoming telecourses, handling contract details, working closely with moderators and the administration to plan for registration, support services, evaluation, etc. Telecourse instructors or moderators are selected by the Dean of Instruction and the appropriate department head.

III. PERSONNEL TRAINING

Orientation for moderators is done by the T.C. Cleveland Tech does not have a faculty guide, however such a guide would be helpful. It takes at least one or two telecourses for a moderator to feel comfortable about his/her new role.

IV. BUDGETING

The Dean of Instruction and the Business Manager decide the level of funding for telecourses ($500 - $700) per offering (fees, publicity, printing, postage, etc.).

V. INSTRUCTIONAL STRATEGY

The Dean of Instruction, telecourse moderator, and the T.C. decide the strategies and format for course components (texts, study guide, labs, review sessions with video tape/moderator, published office hours of moderator for student contacts, testing sessions, evaluation, etc.)

VI. COURSE OPERATION

The first on-campus session, registration/orientation, held two weeks prior to the first telecourse lesson, is conducted by the moderator and is offered both day and night. Student contacts are referred to the moderator. Five newsletters were mailed by the moderator to students during the telecourse period.

VII. VIDEO LESSON VIEWING

Taping is done by the college's AV department. Video tapes are available

(8am to 10 pm) daily in the preview room of the AV department. In the future, when CTC activates its community cable channel, repeats will be offered at several different hours on the cable.

VIII. EQUIPMENT

Both 1/2" and 3/4" video tape recorders are available for use. The recording equipment is housed in the master control room located in the AV department. The recordings may be sent out via closed circuit to the TV monitor in the preview room or manually placed in the VTR playback unit (located in preview room) and viewed via the monitor.

IX. REGISTRATION

Students register for telecourses at the first session on campus (held two weeks prior to first telecourse lesson). Open registration is offered through the second telecourse viewing date. Registration is conducted by the moderator with support services provided by Student Services and the Business Office.

X. PROMOTION

Promotion is planned by the T.C., the moderator, and Dean of Instruction. Various types of advertising are utilized including display ads, public service ads, press releases, posters/flyers, direct mailing of brochures, brochures placed in business offices, etc.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

Moderator is responsible for enrollment reports. The 20% point is calculated by dividing the total number of telecourse sessions and the on-campus meetings by 20% (this occurs usually at the 3rd or 4th session date).

XII. STRENGTHS/WEAKNESSES

Strengths

- - A choice is offered to adult students to take courses at a time and place convenient to them - - an alternative to traditional on-campus classroom instruction.
- - Telecourses offer good quality instruction and comprehensive coverage of the subject area.

Weaknesses

- - It is difficult for some students to handle telecourse instruction, e.g., less structure in environment, less interaction, etc.
- - Inadequate promotional budget.

XIII. FUTURE DIRECTION

With the probability of getting a community cable channel for the college, it it going to be imperative to increase the human and financial resources in order to provide quality educational programs day after day. A consortium for cable operators is going to be even more necessary in the future to share production costs, etc. More training will be needed, etc., etc.

TELECOURSE OPERATION
COLLEGE OF THE ALBEMARLE
Jimmy Ray Anderson
Director, Evening Program

I. TELECOURSE SELECTION/ASSIGNMENT

College of The Albemarle, in an effort to offer cost effective college curriculum courses, offered Understanding Human Behavior to one county in its seven county service area. Chowan County students were given the opportunity to enroll for six hours of college credit. We chose Chowan County because we have an off-campus coordinator there who surveyed the community as to the types of courses they felt were needed. Based on the survey we offered this course as General Psychology I and II. Psychology I and II are college curriculum courses at College of The Albemarle. The regular psychology instructor on campus received the material and qualified it as Psychology I and II represented in our college catalog. The credit hours to be awarded were derived by the Dean of Instruction after communication with the DCC FTE auditors.

II. PERSONNEL SELECTION

The Director of Evening Programs coordinates telecourse activities at College of The Albemarle. Duties included:

A. Registration on and off-campus
B. Advertising
C. Orientation
D. Mid-term and final exams
E. Grade slips
F. Communications with each student enrolled

The Director of Evening Programs has many other duties and responsibilities. The full-time on-campus instructor for the specific subject served as a resource person for consultation with students enrolled in the course.

III. PERSONNEL TRAINING

The instructor previewed the tapes for the programs and was provided with a copy of the text and instructors manuals. College of The Albemarle faculty were extremely cooperative and interested in the quality of the telecourse.

IV. BUDGETING

The budget was an estimate of the number of students enrolled, the contract cost to PBS, and the amount of advertising. Approximately $1,500 was budgeted for one offering.

V. INSTRUCTIONAL STRATEGY

The course components included texts, study guides, student/instructor contact, mid-term, and final exams. The Dean of Instruction and the Director of Evening Programs made decisions concerning course requirements, grading, number of assignments, contacts, and testing.

VI. COURSE OPERATION

Orientation was handled by a part-time off-campus coordinator in the area. Three sessions were held: an orientation, a mid-term, and a final exam. Students were directed to contact the Evening Director at the College for information. Mailings to students included the following: a letter of orientation, course outline, course syllabus, schedules of televised times for each session, and registration forms. Some students were contacted by telephone when necessary.

VII. VIDEO LESSON VIEWING - Not applicable.

VIII. EQUIPMENT - Not applicable.

IX. REGISTRATION

Most students registered by mail, although some students registered on campus. The Director of Evening Programs handled registration for the telecourse students.

X. PROMOTION

The Public Information Officer and the Director of Evening Programs planned the promotion for the course. Advertising was in news releases and pamphlets were mailed to students and placed in public agencies and businesses in the area.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

The Director's office completed all enrollment reports by multiplying the number of students times the contact hours to get the contact hours generated. The 20% point date represents one-tenth of the total class meetings.

XII. STRENGTHS/WEAKNESSES

Overall the course offered by College of The Albemarle was a success. There was one weakness; presentations were not duplicated and made available to students.

XIII. FUTURE DIRECTION

College of The Albemarle has written a grant proposal to support telecommunications for the next three fiscal years. Fall Quarter 1982 College of The Albemarle will offer Personal Finance and Money Management to its seven county service area.

TELECOURSE OPERATION

DAVIDSON COUNTY COMMUNITY COLLEGE
DR. RANDALL HE..ION
DIRECTOR INDIVIDUALIZED INSTRUCTION CENTER

July 7, 1982

I. TELECOURSE SELECTION/ASSIGNMENT

Selection of courses are based on programming availability matched to the needs of the curriculum and community. The Appalachian Community Service Network, Center for Public Television,and Consortium programming are utilized. Courses are offered through both curriculum and continuing education areas, usually one or the other. Course number,titles, credit hours or CEU's are based on course equivalents and information listed in the institutional catalog. For example: "Making It Count" is offered as EDP 101-Electronic Data Processing and carries four quarter hours of college credit. Blue Grass Banjo level one is coded as A-301 and carries 3 CEU's credit based on 30 hours required to complete the course.

II. PERSONNEL SELECTION

The Director of the Individualized Instruction Center coordinates telecourse activities. See Appendix A for a general list of responsibilities involved concerning telecourses. For a listing of the responsibilities see Appendix B. Titles of people directly involved with telecourses include: Dean, Learning Resources Center, Director Individualized Instruction and IIC staff, Dean, Evening Porgrams, Director of Adult Extension, Coordinator of Audiovisual Services, and Course facilitator.

III. PERSONNEL TRAINING

Each instructor is given an individual orientation to telecourses and specific instructions designed to cover the course to be taught. (Subsequent telecourses and repeats become much easier after an instructor has facilitated a television course.) Each instructor is given a faculty procedures guide to orient them to the course. Ideas are provided on how to develop the course prospectus and course objectives. Faculty unfamiliar with non-standard delivery courses need additional assistance in understanding course make up and development. Instructors opposed to non-traditional instruction are not selected to facilitate

television courses for obvious reasons. Curriculum telecourses require much more effort than continuing education courses on the part of the course facilitator due to the nature and content of the courses involved.

IV. BUDGETING

Curriculum offerings are budgeted via instructional departments and the Vice President for Instruction. Continuing Education offerings are budgeted through the Director of Academic Extension. Courses and budget requests are discussed with the telecourse administrator on a quarterly basis. Administrative services have not required additional funding at this time. Extra time has been found by all parties involved thus no person has been hired to administer television offerings. Part-time personnel have been hired to facilitate course offerings to date. Very small expenses have been incurred for promotions etc. due to the fact in-house methods of publicity have been utilized.

V. INSTRUCTIONAL STRATEGY

DCCC uses a standard telecourse design. Text, study guide, orientation session, discussion sessions, telephone contact, make up tapes in a learning center, library support services, and testing. The nature and content of the course dictates the design. Continuing education courses are generally less rigid than curriculum courses. Continuing education courses for teacher re-certification, however, carry in some instance more work per contact hour than curriculum telecourses. A general format for each telecourse is suggested by the telecourse administrator, but final course design and requirements are set by the instructor. Of course, a set number of class sessions and video tapes are required and each course prospectus is received by the appropriate department chair person. Tests are required in curriculum areas, but are optional in continuing education courses. Assignments vary

from course to course with optional field trips etc. available when appropriate. (For a sample course outline see Appendix C.)

VI. COURSE OPERATION

An orientation session is held for each telecourse offered. Generally a telecourse support person and the course facilitator greet the students and orient them to general information concerning televised courses. They are provided specific information about the course they are enrolled in. At this time one orientation is offered per course-individual conferences are held with students that miss the orientation. Students are contacted by telephone if they miss a significant number of sessions. Both the instructor and the Individualized Instruction Center (IIC) staff contact students when necessary. The IIC has served as the telecourse center and "hotline" telephone contact point for television courses. Make-up exams are also handled through the IIC.

VII. VIDEO LESSON VIEWING

The Audiovisual coordinator does the bulk of tape duplication off-air or tape to tape, with some support from the IIC staff. The majority of cable broadcasting is handled by the IIC staff during evening hours. The hours of replay vary depending on the target audience. As much live broadcasting as possible is used. Some piggy-backing of courses has been utilized where there has been a specific target audience.

VIII. EQUIPMENT

The basic video deck and monitor make up the basis of on campus telecourse equipment. It is housed in the Audiovisual Department and IIC. Equipment is available to view make-up tapes on a walk in, first come first serve basis. Cable channel operations require the use of more advanced audio visual broadcast equipment (such as a modulator, de-modulator, special effects generator etc.) all of which are housed in the television studio, a component

of the Audiovisual Department.

IX. REGISTRATION

Registration for curriculum and extension telecourses are handled the same as standard delivery offerings. Students register prior to curriculum orientation and during the first class session in the case of adult extension courses. IIC staff help the admissions or extension staff in conducting and processing registration.

X. PROMOTION

The Individualized Instruction Center staff has handled the majority of promotional efforts concerning telecourses. Some technical assistance has been provided by the Continuing Education Department. All but a few promotional efforts were designed, developed, and printed in-house with a few exceptions. No more than two-hundred dollars has been spent for stencils printing or off-campus graphics in the last year and a half. Press releases are sent out regularly for each course to local papers. From time to time a feature story has been developed around telecourses in general or a particular television course. The local cable company has assisted in general telecourse promotions and it appears they will assist to a greater degree in the future in the promotion of specific courses. Computerized mailing lables to local groups have been utilized when the course listings match the needs of available listings. For example: four hundred addresses are available via our Small Business Center listing, and brochures of relevent course information is forwarded to these groups. Data collected Spring Quarter 1982 illustrated that the college curriculum schedule listing and brochures were by far the most effective methods of advertising. (For a sample promotional flyer, see Appendix D.)

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

The instructor maintains class rosters. For curriculum courses enrollment reports, including the 20% report is supervised by the registrar.

of Extension checks and maintains class rosters and 20% reports for continuing education telecourses as they are completed by course instructors. The 20% point is calculated for each telecourse individually, based on the number of class sessions, video lessons, and contact hours assigned to the class.

XII. STRENGTHS/WEAKNESSES

For the amount of staffing and equipment, Davidson County Community College has had a successful venture into televised courses. All efforts have been documented as being in line with the State Policy Manual Section for Non-Standard Delivery Courses. Initial efforts have laid a solid foundation for the future development of non-standard delivery courses on campus.

XIII. FUTURE DIRECTION

The future direction of telecourses at DCCC is being evaluated. It appears there will be a gradual growth of programming offered via television at DCCC.

(IMPLEMENTATION & OPERATION)

- Seek Institutional input (faculty and administration)
- Preview telecourses
- Select telecourse
- Obtain copyright information
- Obtain departmental curriculum committee approval (ACE Dept. IIC joint decision for non-curriculum courses)
- Complete permission to tape form to ACSN/NCCIT (Contracts for individual course(s))
- Tape telecourse lessons (AV & IIC staff)
- Order books and/or study guides (assist department chair & evening dean/or continuing education department)
- Determine national broadcast dates/times
- Determine local broadcast
- Arrange support services and local arrangements for makeup tapes
- Determine course schedule
- Arrange for promotion of the course (fees, credit and residency must be covered)
- Plan course registration
- Pre-course telephone contacts
- Outline course objectives (Assist instructor)
- Select, locate, and hire course facilitator - complete tax forms, W-2 forms, application and contract
- Help instructor prepare course outline (include course requirements and objectives)
- Arrange for the class area and equipment (Assist evening dean)
- Hold orientation session
- Project 20% of class and arrange for followup and student contact
- Hold class session (orientation, mid-sessions, and final)
- Taped lessons available in IIC (Make sure they are available)
- Telephone contact procedural questions and course assistance in IIC
- Course evaluation (follow-up)
- Post-course administration
- Post-course ACSN and NCCIT Reporting

JOB DESCRIPTION
DIRECTOR INDIVIDUALIZED INSTRUCTION CENTER COORDINATOR
DAVIDSON COUNTY COMMUNITY COLLEGE
LEARNING RESOURCES CENTER

PURPOSE AND SCOPE:

To be responsible for the organization, development, administration and coordination of Individualized Instruction Centers.

Internal relationships include regular interaction with Individualized Instruction Center coordinators, library and audiovisual personnel. External relationships include direct and indirect contact with college faculty and administration, community, patrons and resource people, and related state and federal governmental agencies.

The Director will supervise and evaluate all professional and clerical personnel within the Individualized Instruction Center Department.

The Director will report directly to the Dean of Learning Resources.

PRINCIPAL RESPONSIBILITIES:

Administration of the total Individualized Instruction Center program including staff supervision, maintenance of student and staff personnel records, testing center operations and regulations, curriculum development, departmental budget, and G.E.D. and C.L.E.P. regulations and testing.

Interview, counsel and successfully teach individuals in the center using individualized, programmed and other available materials.

Serve as Chief G.E.D. and C.L.E.P. testing administrator for college.

Selection, ordering and inventory of programs and equipment related to the program.

Working with the college publicity director, plan and implement an agressive public relations program for all facets of the Individualized Instruction Center.

REQUIREMENTS:

Education: M.A. in Educational Psychology or Guidance and Counseling.

Experience: Three years experience in individualized instruction and counseling.

Special Skills: Ability to relate well with all types of students including handicapped and disadvantaged. Have a thorough knowledge of tests, measurements, learning theory and curriculum development. Ability to supervise other professionals and have the ability to work independently. Also have the ability to communicate clearly in verbal and written form.

1/11/82

TO: TELECOURSE STUDENTS

FROM: MR. LAVERN PAYNE, LOCAL COURSE INSTRUCTOR

WELCOME TO DCCC'S TELECOURSE, "MAKING IT COUNT", A 4 QUARTER HOUR CREDIT COURSE IN DATA PROCESSING. THIS LETTER PROVIDES YOU WITH INFORMATION THAT YOU WILL NEED TO COMPLETE THE COURSE SUCCESSFULLY. PLEASE READ THE LETTER THOROUGHLY AND KEEP IT HANDY DURING THE COURSE.

COURSE OBJECTIVES:

"MAKING IT COUNT" IS A BASIC COURSE ON COMPUTER PRINCIPLES AND THEIR APPLICATION TO BUSINESS. IT IS DESIGNED TO 1) PROVIDE STUDENTS WITH A THOROUGH UNDERSTANDING OF PRINCIPLES OF COMPUTERS AND 2) PROVIDE BUSINESS MANAGERS AND PROFESSIONALS WITH KNOWLEDGE OF DATA PROCESSING VOCABULARY, SYSTEMS, AND APPLICATIONS. A NUMBER OF GENERAL OBJECTIVES OF "MAKING IT COUNT" ARE LISTED ON THE ORANGE SCHEDULE SHEET THAT YOU RECEIVED WITH YOUR REGISTRATION MATERIALS.

COURSE MATERIALS:

EACH STUDENT WILL NEED TO PURCHASE, AS SOON AS POSSIBLE, THE STUDENT MANUAL THAT IS AN INTEGRAL PART OF THE TELECOURSE:

"MAKING IT COUNT"
PUBLISHER: BOEING COMPUTER SERVICES

THE MANUAL WILL BE AVAILABLE AT THE ORIENTATION SESSION AS WELL AS IN THE DCCC BOOKSTORE.

COURSE REQUIREMENTS:

THE FOLLOWING REQUIREMENTS ARE DESIGNED TO HELP YOU REACH THE GENERAL OBJECTIVES OF THE TELECOURSE WITH EASE:

1. READ THE LESSONS IN YOUR STUDENT MANUAL. THE MATERIALS IN THE MANUAL CORRELATE WITH THE TELEVISED CLASSES AND ARE AN INTEGRAL PART OF YOUR TELECOURSE.

2. VIEW THE TELEVISED LESSON. EACH LESSON MAY BE VIEWED ON TV ON CHANNEL 4 OR 26 ACCORDING TO THE ORANGE SCHEDULE SHEET WHICH YOUR RECEIVED WITH YOUR REGISTRATION MATERIALS. LESSONS WILL BE AIRED FROM 9:00 - 10:00 AM EACH SATURDAY MORNING. IF YOU MISS A LESSON, VIDEOTAPES ARE AVAILABLE IN THE DCCC LEARNING RESOURCES CENTER BEGINNING JANUARY 18 FROM:

   7:45 AM - 9:30 PM MON. - THUR.
   7:45 AM - 4:00 PM FRI.
   NOTE: THE LRC WILL BE CLOSED APRIL 12 - 16 FOR THE EASTER HOLIDAYS.

   IT IS VERY IMPORTANT THAT YOU VIEW EACH LESSON AS THE MATERIAL IN THE MANUAL IS ONLY PART OF THE MATERIAL COVERED DURING THE COURSE.

3. ATTEND DISCUSSION & TEST SESSIONS. THESE SESSIONS WILL GIVE YOU A CHANCE TO COVER MORE COMPLICATED PORTIONS OF THE COURSE A SECOND TIME. YOU WILL ALSO HAVE THE OPPORTUNITY TO 1) MEET OTHER STUDENTS TAKING THE COURSE AND 2) ASK QUESTIONS THAT MAY HAVE ARISEN DURING THE COURSE.

4. COMPLETE THE QUIZ FOR EACH OF THE 23 LESSONS AT HOME. YOU WILL RECEIVE A COPY OF THE ANSWERS TO THESE QUIZZES AT THE ORIENTATION SESSION AND AT SUBSEQUENT DISCUSSION & TEST SESSIONS. COMPLETING EACH QUIZ AND GRADING IT WILL HELP YOU KNOW HOW YOU ARE DOING IN THE COURSE.

5. TAKE EXAMS. THERE WILL BE 4 EXAMS: 3 SECTION TESTS AND A FINAL. THESE EXAMS MUST BE TAKEN AT DCCC IN THE REICH AUDITORIUM DURING THE SCHEDULED DISCUSSION AND TEST SESSIONS. EXAMS WILL INCLUDE MATERIAL COVERED IN THE MANUAL, ON TV , AND IN THE DISCUSSION SESSIONS. ALL STUDENTS WILL BE REQUIRED TO TAKE ALL 3 SECTION TESTS. IF A STUDENT'S AVERAGE IS 83 OR BETTER THE FINAL WILL BE OPTIONAL. IF A STUDENT'S AVERAGE IS BELOW 83 THE STUDENT MUST TAKE THE FINAL.

POLICIES AND RESOURCES:

1. GRADING POLICY - YOU WILL RECEIVE A GRADE FOR "MAKING IT COUNT" JUST AS YOU WOULD IF YOU WERE ENROLLED IN AN ON-CAMPUS COURSE AT DCCC. THE GRADING SYSTEM IS AS FOLLOWS:

A	93 - 100	SUPERIOR WORK
B	83 - 92	HIGHLY SATISFACTORY WORK
C	70 - 82	AVERAGE WORK
D	65 - 69	BELOW AVERAGE WORK
F	BELOW 65	UNSATISFACTORY WORK

2. CONTACT WITH INSTRUCTOR - YOU MAY CONTACT YOUR LOCAL INSTRUCTOR BY PHONE (919-869-0328) DURING THE FOLLOWING HOURS:

10:00 - 11:00 AM SATURDAY
8:00 - 9:00 PM MONDAY

PLEASE LIMIT CALLS TO THE TIMES SPECIFIED ABOVE.
YOU MAY ALSO RELAY A MESSAGE TO YOUR INSTRUCTOR BY CONTACTING THE DCCC LEARNING RESOURCES CENTER (704-249-8186, 919-475-7181).

WE HOPE THAT YOU WILL ENJOY TAKING PART IN THIS TELECOURSE AND THAT THE EXPERIENCE WILL BE REWARDING AND BENEFICIAL TO YOU.

GOOD LUCK,

LAVERN PAYNE
LOCAL COURSE INSTRUCTOR

Davidson County
Community College

presents

A Telecourse
On UNC-TV Channels 4 & 26

"Making It Count"

An Introduction To Computers

Course lessons are:

Introduction and Preview
History of Computing
Information Representation
Hardware and Software
An Introduction to Programming
Computer Operation Centers
Batch Processing
Additional Programming Capabilities
Computer Languages
Review and Preview
System Analysis - Problem Definition
System Analysis - Design
System Analysis Development and Implementation
Online Processing
Multiprogramming and Multiprocessing
Evaluating Computer Resources
Acquiring Computer Systems
Computer Aids to Management
Computers and Society
Microcomputers
Networks and Distributed Data Processing
Word Processing in Office Systems
Review and the Future

****

Complete information on the course including broadcast, seminars, and testing will be available at registration/orientation.

Bulk Rate
U. S. Postage
Paid
Lexington, N. C.
Permit No. 189
Non-Profit Organization

Davidson County Community College
P. O. Box 1287
Lexington, N.C. 27292

To:

Davidson County Community College
an equal opportunity institution

"MAKING IT COUNT"

An Introduction To Computers

(Data Processing EDP 101

A 4 Credit Hour
Television Course

Appendix D

Davidson County
Community College

(UNC-TV Channel 4)
(UNC-TV Channel 26)

PRE-REGISTRATION: To obtain proper application materials please send the attached pre-registration form to: The Individualized Instruction Center at Davidson County Community College, or call **(704) 249-8186 or (919) 475-7181, ext. 232.**

REGISTRATION: Registration begins November 30, 1981. Late registration is open until the day of the first session. The Course begins Monday, January 11, 1982 and ends Monday, April 19, 1982.

COST: The registration fee is $13.00. The study guide may be purchased in the DCCC bookstore.

****

The course components will include:

* 23 broadcast video lessons on UNC-TV Channels 4 & 26. (Saturdays 9:00-10:00 A.M.)
* 5 on-campus discussion/testing sessions (Mondays 7:00-10:00 P.M.)
* Telephone contact with instructor
* Study guide (available for purchase in the DCCC bookstore)
* Make-up tapes available on campus 65 hours a week
* All the support services of Davidson County Community College

****

The course will carry 4 hours of college credit and has been designated to:

- provide students with a thorough understanding of the principles of computing.
- provide managers and business professionals with knowledge of data processing vocabulary, systems, and applications.

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PRE-REGISTRATION FORM

(Registration begins November 30, 1981)

Name _____ Social Security No _____

Home Address _____ Phone _____

PLEASE CHECK BELOW:

☐ Curriculum Student at DCCC (Currently Enrolled).

☐ Not enrolled but have taken credit courses at DCCC in the past. (Indicate year _____)

☐ I am interested in a degree.

☐ I am interested in just this course for now.

Please complete and return this form to:

INDIVIDUALIZED INSTRUCTION CENTER
Davidson County Community College
P. O. Box 1287, Lexington, N. C. 27292

19[illegible]

TELECOURSE OPERATION
DURHAM TECHNICAL INSTITUTE
Helen Thompson, Coordinator, Telecourse/Curriculum Center

I. TELECOURSE SELECTION/ASSIGNMENT

In selecting courses, an informal but academically sound approach is used. Print preview materials, preview tapes, texts, etc., are examined by the NCCIT Representative and Coordinator of the Telecourse/Curriculum Center. They are then passed along to the appropriate department heads or program coordinators. Then with one (or more) instructors from the appropriate content area, the course is examined with several criteria in mind including:

1) academic quality;
2) production quality;
3) quality of video and print materials;
4) is the course comparable to an existing on-campus course, or could it be used as an elective; and
5) would the course "draw" enough students to make it cost effective.

Generally, DTI's courses are offered only for curriculum credit. It has been found that the choice of credit or continuing education sometimes seems to confuse the student. (Over 27% of our Winter '82 students thought they had registered through continuing education when they actually registered for curriculum credit. Sixteen percent (16%) did not know how they'd registered.)

Occasionally, if a group at one location wishes to take a course for recertification credit or professional development, special arrangements can be made to offer the course to that group through our Continuing Education Department.

Course number, title, and hours are assigned by the appropriate department head. If the course is parallel to one already offered in the classroom, the same number, title, and hours are automatically assigned. If it is a "new" course, five hours is generally assigned if the course was designed to be a three semester hour course, and an appropriate course number is chosen.

II. PERSONNEL SELECTION

Telecourse activity is coordinated by the Telecourse/Curriculum Center (Learning Lab) Coordinator as part of her regular duties. Major duties include the following: 1) orienting instructors; 2) overseeing registration; 3) scheduling orientation and workshops; 4) preparing and mailing "orientation letter" and memos; 5) producing end-of-quarter FTE reports; and 6) working with marketing staff to promote the courses.

If an instructor volunteers to teach the course, there is no instructor selection process. (We have been lucky enough to have this happen in nearly every case.) If no instructor volunteers, an assignment is made by the department head involved. Credit or contact hours

are included in the instructor's teaching load, or, if the instructor already has a full load, s/he is paid extra per hour involved in workshops, orientations, etc.

For students' purposes, the Telecourse/Curriculum Center Coordinator is referred to as the Course Manager. The instructor is referred to as the Course Consultant.

III. PERSONNEL TRAINING

The Telecourse/Curriculum Center Coordinator has developed an orientation booklet for instructors. After the instructor has had time to preview the materials, the Coordinator goes over the booklet with the instructor and discusses activities and suggestions which may make the experience more successful.

We do not want to become too rigid in this area as we might stifle instructor creativity and innovation.

Our past experience shows that new instructors are generally very enthusiastic and creative, but are often a little insecure and need some "hand holding."

IV. BUDGETING

Because our entry into telecourses was mandated and supported by top level administration, we were not required to submit a detailed budget. The operation was merged into the existing Curriculum Center and took advantage of the budget and resources already available.

A cost effectiveness study completed in the Spring of 1982 indicates that operational costs (including personnel) have run close to $18,000 for each offering period while running three courses. Estimates of costs, excluding personnel, would be closer to an average of $7000 per offering period, or $2000 per course. The number of courses which have been offered is related directly to budgetary resources.

V. INSTRUCTIONAL STRATEGY

In addition to the video component, we use texts and study guides if available. If books of readings are available we usually do not require students to purchase them. Copies are purchased and kept in the Center for students' use.

The decision as to which available components are used is generally a joint decision of the Telecourse/Curriculum Center Coordinator and the instructor. In the case of print materials, this decision is based on a number of criteria including: cost to student, instructional relevancy, academic quality of material, etc. The instructor generally makes the decision on tests (type and number), course requirements (papers, etc.), grading, assignments, etc., with approval of the Center Coordinator.

VI. COURSE OPERATION

Orientations can be led by either the instructor or the Center Coordinator. If the instructor is new to the Telecourse Project, the Coordinator will lead the sessions, but the instructor is encouraged to be present at these sessions.

We usually hold three orientation sessions, two the week before the first lesson is broadcast, and one the week after.
The center for student contact can be the Telecourse/Curriculum Center or the instructor's office. There is a special "Hot Line" (with an answering machine for off hours) in the Center. Students are encouraged to call that number for any procedural questions or comments. In some cases the instructor also is available at a telephone for their calls. Students are encouraged to direct content questions to the instructor unless s/he is unavailable. Tests are available in the Center (usually for ten days), or they can be taken on-campus after workshops.

There are numerous mailings of memos. One is always mailed after each test to inform the student of his/her test score and to remind him/her of upcoming workshops, tests, etc. Impromptu memos can be sent out concerning changes of schedules, special workshops, etc. All of these come from the Coordinator. Average number of memo mailings per course is four.

Follow-up is not specifically addressed. Any contact is usually initiated by the student. We do stress during orientations that the student should immediately contact the school if s/he has any questions. We also stress workshop attendance.

VII. VIDEO LESSON VIEWING

Off-air taping and duplication is handled by Media Services. A technician is employed part-time to do the taping, including a Saturday morning schedule for all off-air taping. The videotapes are then placed in the Telecourse/Curriculum Center where two monitors are available for on-campus viewing from 8:00 a.m. to 10:00 p.m. Monday through Friday and 9:00 a.m. to 2:00 p.m. on Saturday.

We do make arrangements with area cable companies for repeats during the week following the Saturday broadcast. One, two, or three airings may occur. Tapes can also be used on-site at prisons or industries where students may view in groups or individually.

VIII. EQUIPMENT

Student viewing is handled in the Center. There are two monitors and 3/4 inch VTR's available. The only additional equipment utilized is the telephone, for questions and return calls. Also DAISY, the Dial Access System, has been utilized for orientation tapes to be available by phone to students.

3P3

IX. REGISTRATION

Students may register on-campus during early registration or on-campus during General Registration if times coincide, on-campus at Orientation sessions, or by mail. Registration is usually done beginning about 4 weeks prior to course beginning. Registration is handled by the Registrar's Office as for other curriculum courses.

Copies of registration forms are collected in the Center after processing in the Registration Office. Orientation letters are mailed by the Coordinator from the Center to all enrollees.

X. PROMOTION

Our marketing department handles promotion activities. They determine budget, type of advertisement and publicity (i.e. newspaper, radio, or P.S.A.), write scripts, design graphics, etc., with input from the Center Coordinator.

Press releases are sent out to all area media. As for target groups, brochures are mailed to all persons who've expressed interest in telecourses in the past or who've taken a telecourse in the past. A file of these people is maintained in Word Processing. There is also a file of area businesses and industries, and brochures are sent to each of them. Brochures are also taken to all area school systems and public libraries. The distribution of brochures is handled by the Center Coordinator.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

Since copies of registration forms are collected in the Center, FTE forms are kept and filled out by the Center Coordinator.

DTI's Business Office uses the following procedure for determining the 20th % point. If a course is given 5 credit hours, then there are, of course, 55 contact hours. For most of our telecourses, there are 30 half-hour lessons and 2 are broadcast each week. Thus the student views the lessons one hour per week or 15 hours during the course.

$$\frac{3.5 \text{ hrs(rounded)}}{15 \text{ viewing hours}/\ 55 \text{ contact hours}}$$

Thus one hour in a classroom course equates to 3.5 hours in a telecourse.

In a 55 contact hour course, the 20th % point falls after the 11th contact hour.

$$3.5 \times 3 \text{ (weeks)} = 10.5 \text{ hrs.}$$
$$(11.0 \text{ hrs.})$$
$$3.5 \times 4 \text{ (weeks)} = 14.0 \text{ hrs.}$$

Based on the above, the 20th % point in a 5 credit hour telecourse would fall between the third and fourth week of the course (if there

are 2 lessons broadcast each week). To be conservative, we would count the 20th % point as falling during the fourth week of broadcasts.

XII. STRENGTHS/WEAKNESSES

The strengths include the dedication of upper administration to the Project and the enthusiasm and creativity of the instructors and staff. Weaknesses include: 1) the difficulty of getting accurate FTE forms (these courses usually don't coincide with on-campus quarters); 2) timely movement of all copies of registration forms from Admissions to the Center Coordinator; and 3) inability to purchase videotapes of the lessons before the course begins.

XIII. FUTURE DIRECTION

We hope to increase the number of telecourses offered. We think we currently can do a quality job with staff and resources available with only three courses. Offering more courses would necessitate having more staff (perhaps a paraprofessional to help handle registration forms, maintenance of tapes, showing students how to use monitors and VTR's, administering tests, etc.) and additional monitors and VTR's in the Center. We are also investigating delivery methods other than broadcast (for example use of ACSN courses over local cable).

3P5

FAYETTEVILLE TECHNICAL INSTITUTE
DR. LARRY B. NORRIS, ASSOCIATE DEAN
OF INSTRUCTION FOR GENERAL EDUCATION

I. TELECOURSE SELECTION/ASSIGNMENT

Responsibility for non-traditional education at F.T.I. is assigned to the Associate Dean of Instruction for General Education. The Associate Dean makes the initial decision as to which telecourses are relevant and suitable for curricula. Department chairpersons then preview courses and make recommendations for adoption. Course numbers are assigned by the Director of Data Management, who has responsibility for scheduling. In most instances titles used are identical to those assigned by telecourse developers unless the title is misleading or non-descriptive, e.g. "Making It Count." Credit hours are assigned based on the number of broadcasts and recommended credit by the developer. In other words, a three-semester telecourse is offered as five-quarter hours or as 5.5 C.E.U.'s. Courses are primarily offered for credit; however, students may opt for C.E.U. credit.

II. PERSONNEL SELECTION

Telecourse activity is conducted by the Associate Dean of Instruction for General Education. Duties include (1) representing F.T.I. in consortia, (2) administration of contracts, (3) selection of telecourses, (4) coordinating faculty. Department chairpersons assign telecourses to faculty in the same manner as other course assignments. Student contact is handled by the Director of Admissions during registration; the respective instructor then assumes total responsibility.

III. PERSONNEL TRAINING

At the onset of F.T.I. telecourse programs, the Associate Dean held formalized orientations quarterly. Once instructors acquired experience, orientation is handled through informal channels. Experienced instructors work with new telecourse instructors. Much emphasis is placed on the telecourse procedures notebooks furnished by most distributers. F.T.I has no formalized faculty guide; however, procedures are reasonably standardized and will be compiled.

IV. BUDGETING

Funds for telecourses are provided within the total instructional budget. No special provisions are made at this time.

V. INSTRUCTIONAL STRATEGY

Respective departments establish course requirements by using the telecourse procedures notebook distributed by most developers. Requirements vary among courses. Students are required to attend three sessions on campus: orientation, midterm workshop-exam, and final workshop-exam. Instructors mail or distribute an orientation package describing evaluation,

assignments, etc. All telecasts are available in Media Services for makeup or review. Instructors observe set office hours for personal or telephone contact with students. F.T.I. has a Telecourse Hotline students may call for assistance.

VI. COURSE OPERATION

Instructors handle orientation during a three-hour session prior to the first telecast. Students who do not attend are mailed an orientation package. Instructors typically mail letters to students prior to midterm and final workshops-exams. Students who fail to respond are contacted by telephone.

VII. VIDEO LESSON VIEWING

The Director of Media Services handles all off-air taping and duplications. (F.T.I. has a satellite dish on campus.) Tapes are housed in Media Services and are available for review Monday through Friday, 8:00 a.m. to 10:00 p.m., and arrangements may be made for Saturday viewing. There are no cable repeats for PTV-3 courses at this time. F.T.I. does offer courses on cable through ACSN.

VIII. EQUIPMENT

As our telecourse endeavors are of two different types, PTV-3 and ACSN, there are two different equipment setups to accommodate the need. PTV-3 programming requires no replay other than that offered "on-campus." ACSN programming is tape-delay via cable and therefore the equipment needs are quite different.

For these two different types of programming, the equipment used at Fayetteville Technical Institute is as follows:

PTV-3 (UNC-TV)

(1) JVC Model HR-7650 programmable ½" video tape recorder
(1) Sharpe 13" color video monitor

ACSN

As we receive the ACSN signal directly from satellite into the Institute, the equipment list is extensive. We record the signal in ½ hour increments and do all of our own custom commercials to fill in the gaps and to edit the intros and altros. Under any system other than cable "tape-delay," this much equipment would not be necessary. The list is as follows:

(1) Satellite dish receiving system consisting of a 13' dish, AVANTEK-100^{9} LNA, and AVCOM Model 3R Receiver
(1) Sony Model 2850: 3/4" video tape recorder

(1) JVC 13" color video monitor
(1) JVC Model 6700U ½" video tape recorder (this unit is used solely as a back-up for the 3/4" recorder in case of failure)
(1) JVC Edit control system for editing the beginning and ending of the programs and for commercial insertion or for program correction due to signal interruption during the text portion of the programs

All of the above equipment and/or systems is housed in or about the Media Services Center, on main campus. Media Services staff members perform the technical functions and maintain the equipment as well as perform the taping tasks. Cablevision of Fayetteville provides all of the equipment necessary for replay of the ACSN material via cable.

IV. REGISTRATION

Students may register for telecourses during the regular registration periods. Also, F.T.I. holds a special registration, which is scheduled closer to the beginning date of telecourses. This special registration is conducted by Student Development Services. Students report to the Director of Admissions.

X. PROMOTION

F.T.I. has no one person responsible for advertising. Promotion of telecourses is handled by Student Development, the Director of the Evening School, and the Public Relations Officer as part of their standard institutional advertising. Advertising has included public news releases, descriptions in schedules which are mass mailed, special telecourse brochures, newspaper ads, and promotion on cablevision. Cablevision subscribers are a special target group.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

The Associate Dean of Instruction completes enrollment reports. Students who attend the orientation or otherwise make contact with the instructor are considered enrolled at the 20 percent point. The 20 percent point for telecourses is identical to regular classroom instruction.

XII. STRENGTHS/WEAKNESSES

Two major strengths of F.T.I.'s telecourse program are the administrative support and the cooperation by the Media Services Department. Weaknesses are the limited enrollment compared to the potential population. The limited list and types of courses and broadcast times greatly affect enrollment negatively.

XIII. FUTURE DIRECTION

Since telecourse offerings through PBS and ACSN are more appropriate for the junior or community college rather than the audience of a technical institute, F.T.I. will continue to seek practical skills-type courses. Future direction may entail the development and production of such courses by institutional personnel.

TELECOURSE OPERATION
GASTON COLLEGE
Hazel C. Small, Dean
Instructional Resources Division

I. TELECOURSE SELECTION/ASSIGNMENT

Decisions on what courses to offer, credit, course number, title, and sponsoring college academic division are made through consultations with the heads of each academic department of the college after circulation of announcement of possible offerings.

II. PERSONNEL SELECTION

The Dean of Instructional Resources coordinates all telecourse activities as one of the many similar lesser duties of that office. Instructors are selected by the division deans and/or department heads of appropriate academic departments. Student contact is handled by the instructor under the supervision of the Registrar.

III. PERSONNEL TRAINING

Orientation for faculty is on a one-to-one basis with the Dean of Instructional Resources. The Telecourse operation is small and actually has involved but 3 - 4 faculty to date.

IV. BUDGETING

Telecourse offerings are not budgeted on an annual basis, rather the budget is computed according to the cost per offering divided by the anticipated minimum number of students needed to enroll for a "break-even" status.

V. INSTRUCTIONAL STRATEGY

Instructional strategy includes recommended texts, study guides, five on-campus 2-hour sessions (orientation, review, mid-term, review, and final examination). Copies of video-tapes are available on call in the library at any hour during the time the library is open. All decisions regarding course requirements, grading, number of assignments, contracts, tests, etc. are made by the respective academic division dean.

VI. COURSE OPERATION

Each course offering has two scheduled orientation sessions conducted by the course instructor. Students may call in to pre-register. Newspaper ads and mailings to all county public school teachers and other appropriate community groups announce Telecourse offerings.

VII. VIDEO LESSON VIEWING

Media specialist handles all activities related to video-tape management.

VIII. EQUIPMENT

Video recording and playback (monitors and players) equipment supports the program, players are available in the library, the learning labs, and at 3 off-campus centers.

IX. REGISTRATION

Students register through mail-back applications, by phone, or on campus. The payment of fees and completion of registration is handled by the instructor at a special orientation session held on campus one week before the first televised lesson.

X. PROMOTION

The college information officer handles all media and newspaper ads. Special fliers are prepared and distributed to special groups, such as public school teachers, through the office of Instructional Resources. The college radio station (FM 92) makes periodic promotional announcements.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

FTE enrollment reports are completed by the instructor and Dean of Instructional Resources, 20% reports are handled by the same as all other academic curriculum credit courses - computation and reporting by the Registrar.

XII. STRENGTHS/WEAKNESSES

Greatest strength is the quality of the courses, ease of registration, and simplicity of class management. Weaknesses lie in internal communications regarding administrative procedures, low enrollment, and high cost of the courses.

TELECOURSE OPERATION
GUILFORD TECHNICAL INSTITUTE
MARY BREEZE
LEARNING SPECIALIST/TELECOURSE MANAGER

I. TELECOURSE SELECTION/ASSIGNMENT

A telecommunications committee appointed by the president recommends courses to the vice president for academic affairs. He makes decision after consulting with department heads. Only curriculum credit courses have been offered. If the course content is similar to that of a course already taught at GTI, the telecourse is assigned the number of the existing course and the suffix -T is added. The telecourse carries the title of the television program (e.g. Making It Count) and the credit hours of its traditional counterpart. In the one case where there was no counterpart, the telecourse manager and the director of evening programs researched catalogs to learn how similar courses were coded at other schools and assigned a course code accordingly. The producer's recommendation was taken on number of credit hours. These designations were approved by the vice president for academic affairs, along with the course outline prepared by the instructor and the telecourse manager.

II. PERSONNEL SELECTION

Telecourses are coordinated by the telecourse manager, who has other responsibilities in addition to telecourses. Duties indlude:

1. advising the telecourse committee
2. reserving rooms for on-campus class meetings
3. assisting in the development of registration procedures
4. assisting with registration
5. securing instructors' texts and manuals
6. assisting in the development of course outlines and orientation materials
7. preparing promotional materials
8. serving as contact for producers, NCCIT, and PBS
9. processing documents to complete contracts
10. preparing textbook requests for bookstore

Instructors are selected by department heads. The LRC secretary/bookkeeper staffs the information hotline. After classes begin, students contact the instructor or the telecourse manager. The telecourse manager sends out needed reminders or notices.

Besides the telecourse manager, the instructor, and the hotline secretary, others directly involved with telecourses are the coordinator of AV services, who provides tapes of the programs, and the director of evening programs, who is the administrator involved.

III. PERSONNEL TRAINING

We do not have a faculty guide or any formal orientation procedures for instructors. The telecourse manager has had conferences and frequent contacts with instructors and has tried to provide all needed support. Results have been good. A faculty guide will eventually be needed, but we are not yet ready to do one, as policies and procedures are still in the process of being developed.

IV. BUDGETING

Budget procedures are among the things needing the most work. Last year there was chaos. We thought money had been budgeted, but it had not been, and difficulties were created for those departments involved. This year we submitted a proposed budget based on last year's lease costs and enrollments. We figured on offering five courses during each of two semesters and on spending some money for postage and publicity. It was decided that auxiliary services would absorb postage costs and that information services would absorb publicity costs. The VP for academic affairs is to hold the money for contracts and instructor salaries and allocate it to departments after the courses have been chosen. The VP will be the one to decide just how much is to be spent.

V. INSTRUCTIONAL STRATEGY

Course components include TV programs; texts; study guides; on-campus class meetings for discussion and review; tests; and student/instructor contact by telephone. We are still trying to learn what is best on requiring class attendance; how many class meetings to schedule; whether to mail out tests, assignments. So far, the instructor has had the final decision. The telecourse manager has had input.

VI. COURSE OPERATION

The telecourse manager and director of evening programs have given out course packets at registration/orientation, as it has been called. Actual orientation, however, has been conducted by the instructor during the first class meeting, with no repeat sessions. This is one of the things we will probably change next fall. We need to provide at least two orientation dates.

The center for student contact, call-in is in the LRC. The secretary/bookkeeper takes pre-course calls, answers those she can, transfers others to telecourse manager. After courses begin, most calls go directly to instructor. Secretary and telecourse manager still take those they get.

Yes, reminders have been mailed to students, the number varying according to the circumstances. If everything went on schedule (no snow, no changes), they should not be necessary. We contacted pre-registered students by phone when snow made it necessary to delay registration and first class meeting. Telephoning is a real pain, and I would never plan to use telephone contact except in emergencies.

VII. VIDEO LESSON VIEWING

The coordinator of AV services handles off-air taping and duplication. Tapes are available in the LRC whenever it is open (routinely, 8:00 a.m.-9:30 p.m. M-Th, 8:00 a.m.-5:00 p.m. F, 9:00 a.m.-2:00 p.m. Sa). There were no cable repeats last year, but there will be next year. No other distribution is made.

VIII. EQUIPMENT

3/4" JVC and NEC playback decks
3 Panasonic 12" receivers (for individualized use)
Sony, Panasonic receivers (for group use)

This equipment is housed and used in the LRC as self-instructional and-or group. No other equipment is utilized.

IX. REGISTRATION

Registration was a weak spot and will be changed. A committee is now working on procedures that will allow mail-in registration. Last year students could register, in person only, either at regular registration or at a special telecourse registration held at night during the week before the first program was broadcast. The telecourse manager and the director of evening programs handled registration.

X. PROMOTION

Information has been prepared by the telecourse manager for the director of information services, who handles promo for the school. Telecourses have been featured in the adult ed schedule that is mailed to all households in the county. No newspaper, TV, or radio ads have been used. No press releases were sent out. A brochure, prepared by the telecourse manager, is put out on campus and is mailed to those requesting information. We have not sent information to target groups or used other promo activities.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

Who completes enrollment reports? The director of evening programs completes the reports that go to the state. The telecourse manager completes those that go to contractors. Enrollment is calculated as the number enrolled at the 20% point. This point has been considered to be the second time the student is scheduled to come on campus. (E.g. he comes once for registration/orientation, again for his first class meeting. The first class meeting counts as the 20% point.

XII. STRENGTHS/WEAKNESSES

A major strength of our operation is our populous service area. We have a large potential clientele. We also have a president who is committed to telecourses. Our chief weakness has been registration and orientation procedures; these are being revised.

XIII. FUTURE DIRECTION

Three target groups of students have been identified: the handicapped, the elderly, women. With cable, we hope to reach these groups with programming that will appeal to them at times they want it. We would like to see some original production, which would, of course, require additional personnel.

TELECOURSE OPERATION
ISOTHERMAL COMMUNITY COLLEGE
Marion C. Michalove
Telecourse Coordinator Director HRD Program

I. TELECOURSE SELECTION/ASSIGNMENT

Decision on courses to offer is made by the Division Chairman and the Telecourse Coordinator and Dean of Continuing Education. Our courses are offered for both curriculum credit and Continuing Education CEU's. Course number and title are determined by the comparable course offering in our catalog. Credit hours and CEU's are determined by the number and length of televised lessons and the number and length of on-campus sessions.

II. PERSONNEL SELECTION

Our Telecourse Coordinator coordinates all telecourse activities. Duties include:

- Informing Division Chairmen of courses available
- Publicity (radio, newspaper, brochures, talking to groups, etc.)
- Scheduling classrooms
- Preparing, typing and distributing all orientation material
- Making sure CEU credit, etc. is turned in
- Evaluations

This staff member has a full-time job in addition to these responsibilities.
Division chairmen select instructors.
Coordinator handles all student contact except for that relating to course content or test questions.
People involved:

- Division Chairmen
- Coordinator
- Telecourse Instructors
- Continuing Education Staff
- Registrar (registration nights)

III. PERSONNEL TRAINING

There is very little instructor orientation. The coordinator discusses with the instructor how telecourses work, etc. There is no faculty guide for this. Is certainly a need for one. Faculty response to telecourses is quite varied.

IV. BUDGETING

There has really been no budgeting as we have been offering telecourses to build interest and departments have accepted their pro-rated expenses.

Excluding personnel costs, we have only licensing fees, per student costs and a minimum amount for advertising.

V. INSTRUCTIONAL STRATEGY

We use texts, on-campus discussion, videotape review, student/instructor contact and tests.

Instructor and Division Chairman decide on course requirements, assignments and tests. Dean of Continuing Education joins in decisions regarding CEU credit.

VI. COURSE OPERATION

We usually schedule two formal orientation/registration sessions. (Individual ones on request.) Held late afternoon or evening. Some flyers are mailed (bulk mailing)--others distributed through schools, etc. Only one mailing for the quarter. Students call in to either coordinator or instructor. Students are reminded of discussion sessions--either by phone or mail.

VII. VIDEO LESSON VIEWING

Our AV Department handles off-air taping and duplication. These are available in our Individualized Instruction Center on campus:

Mon-Thursday	8:00 - 3:00
	5:30 - 9:30
Friday	8:00 - 3:00

No other distribution is made.

VIII. EQUIPMENT

3 Video Recorders (located in AV Dept.)
3 Monitors (2 located in AV Dept and 1 in Individualized Instr. Center)

IX. REGISTRATION

Students come to campus to register at orientation times or as they work out individually. At scheduled orientation/registration times the following are present or in their offices adjacent to registration room:

Registrar
Continuing Education Staffmember
Instructor
Coordinator
Business Office Personnel
Bookstore Personnel

X. PROMOTION

Coordinator handles promotion. PI person helps with notices in her weekly newspaper column and on radio. We use radio (talk shows), newspapers (all free) and flyers sent to the general public and targeted groups.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

Instructor and coordinator handle. We schedule an on-campus session after orientation and before the 20% point. The people registered and attending (and those who advised they could not attend but are in the course) are considered enrolled. The 20% point is computed from first required session (orientation).

XII. STRENGTHS/WEAKNESSES

Strengths

Interest of most instructors
Support of the college president

Weaknesses

Should be based on a telecourse committee involving various departments on campus for planning, etc. instead of just a few.

XIII. FUTURE DIRECTION

1. We need our educational channel on the cable so we can do some lesson repeats, etc.
2. We plan to contract with ACSN soon.
3. We need some production equipment. If we don't get it this year, we will the next.

TELECOURSE OPERATION

MITCHELL COMMUNITY COLLEGE

Prepared by

HANS P. HEYMANN

Extension Director/Telecourse Administrator
Continuing Education Division

I. TELECOURSE SELECTION/ASSIGNMENT

Institutional telecourse offerings are coordinated through the Continuing Education Division. The Extension Director also designated Telecourse Administrator, in conjunction with the Dean of Continuing Education, reviews forthcoming telecourse offerings available through the Appalachian Community Service Network (ACSN). The College, affiliated with ACSN since August 1981, just recently renewed its "Institutional Affiliate Agreement" through August 1983. Furthermore, telecourse offerings available in conjunction with the North Carolina Consortium for Instructional Telecommunications (NCCIT) and the University of North Carolina Center for Public Television (UNC-TV) are likewise reviewed for possible use.

Course descriptions applicable to existing curriculum courses or programs are forwarded to the Dean of Instruction who in turn disseminates the information to respective Division Chairmen. Likewise, course information pertaining to areas of identified needs and interests ascertained by the College's Staff Development Committee is forwarded to the Chairman of the Committee.

Within the Continuing Education Division, course information relevant to health related areas is coordinated with the Extension Director for Health Services. Also, applicable information is made available to the Comprehensive Employment and Training Act (CETA) Orientation and Motivation Services Provider. Contact is also maintained with the three area school systems regarding potential use of various telecourses for teacher in-service and recertification.

In turn, telecourses are offered for any area, providing sufficient interest or need is expressed. Since Spring Quarter, 1981, the curriculum area has chosen not to offer

available telecourses. Therefore, current offerings are provided through the Continuing Education Division.

When telecourses were offered through the curriculum program, the applicable course number, title, and credit hours corresponded to comparable existing courses. However, when telecourses are offered through continuing education, the name of the telecourse is used as the course title, unless the telecourse becomes a component of a larger course such as the CETA Orientation and Motivation program. Applicable course numbers are assigned from the State listings for "Academic Extension Course Numbers" and "Vocational Extension Course Numbers." Furthermore, Continuing Education Units (CEUs) are awarded to all classes with the exception of Adult Basic Education, Adult High School, and craft classes.

II. PERSONNEL SELECTION

Institutional telecourse activities and respective course offerings are coordinated by the Telecourse Administrator, in conjunction with the Dean of Continuing Education. Specific duties of the Telecourse Administrator are as follows:

1. Monitor and review telecourse offerings available through ACSN and NCCIT, including UNC-TV offerings (PTV-3)

2. Disseminate applicable information to individuals and areas as cited in Section I, "Telecourse Selection/Assignment"

3. Determine telecourse offerings and make recommendations of such to the Dean of Continuing Education

4. Recruit and hire part-time instructors for courses

5. Develop individual course formats and applicable programming schedules in conjunction with instructors

6. Coordinate institutional taping of courses for delayed viewing with the Learning Resources Center (LRC) staff, including submitting necessary documentation such as "Permission to Tape" and "Statement of Erasure" forms to ACSN or other distributors

7. Coordinate distribution of tapes with the LRC and the College's Telecourse Viewing Center, as well as with off-campus viewing sites

8. Coordinate publicity with the College Information Officer as well as with target audiences, including the mailing of fliers and brochures

9. Coordinate the weekly ACSN programming schedule with the local newspaper

10. Monitor student registration, 20% reporting, and when applicable, end-of-course evaluation

11. Maintain files regarding necessary program documentation such as enrollment statements, fee schedules, etc.

12. Coordinate the availability and requisitioning of necessary course and instructor support materials such as videotapes, textbooks, etc.

The Extension Director/Telecourse Administrator reports to the Dean of Continuing Education. His primary responsibilities as Extension Director include providing for academic, occupational, cultural, and personal enrichment programs which are consistent with the needs and desires of adults within the College's service area.

Telecourse instructors are usually selected from available part-time continuing education or curriculum faculty. Student contact, once the course has begun, becomes a responsibility of the instructor. Allowance for instructor-student telephone contact is usually built in as part of the course, and is included as part of the instructor's total hours for pay purposes.

Titles of people directly involved with telecourses, depending upon the nature and subject area of the course, would be as follows:

Extension Director/Telecourse Administrator (Continuing Education Division)

Dean of Continuing Education

Dean of Instruction (in turn, the Division Chairmen)

Director of Learning Resources Center

Director of Audiovisual Center (LRC)

Director of Learning Labs and Learning Lab Coordinator (Continuing Education Division)

Secretaries (Continuing Education Division)

Part-Time Instructors

Various Public School and Agency Personnel

III. PERSONNEL TRAINING

Instructor orientation regarding institutional policies and procedures is the same for telecourse instructors as for any other new instructor. However, the unique nature of the media and technology being used is certainly emphasized during the planning process. Also, differences in reporting procedures, use of telephone contact, and the like, are pointed out as differences between the use of a telecourse versus the traditional classroom format.

The College does not have a faculty guide for telecourse instructors as such. The College Handbook and the Part-Time Curriculum Instructors' Handbook provide necessary information regarding institutional policies and procedures. Current program offerings as well as foreseeable future needs do not necessitate the printing and use of a separate guide for telecourse instructors.

Instructors new to telecourses, teaching through the Continuing Education Division, have on the whole reacted favorably to the use of this communications technology. Certainly a positive attitude toward the use of this alternative delivery system is an essential quality that must be looked for when hiring a new telecourse instructor.

IV. BUDGETING

Current budget determinations are handled through the Continuing Education Division. Excluding existing personnel costs, two budgetary items are directly involved in the

operation and offering of a telecourse. First, the course and/or per-student fee is the primary expense, and this varies not only with actual enrollment but also with the institutional affiliation for a particular course offering. For example, with ACSN the institution pays no base or flat fee, since the local affiliate cable system pays a per-subscriber fee as follows:

0 - 5,000	Subscribers	$ .05 each
5,001 - 50,000	Subscribers	.045 each

However, based on the 20% enrollment, the College pays ACSN twenty-five dollars per student for most teacher in-service or recertification credit or other professional certification credit courses, and ten dollars per student for CEU or non-credit participation. Budgeted under State supplies and materials codes (3313 for vocational or 3113 for academic continuing education courses), the actual amount per course is dependent directly on the total number of individuals registered and attending at the 20% point.

The second budgetary consideration concerns instructor salary. Currently the average instructor rate paid is ten dollars per hour. Non-traditional items such as time necessary for instructor-student telephone contact are considered when determining total instructor hours for reimbursement.

Besides these two direct cost factors, various indirect factors are involved. First is the ever-present cost of equipment repair, maintenance, and/or replacement. Currently the replacement and/or addition of a 25" color video monitor, purchased under State Contract, costs approximately six hundred dollars. Another factor involves the purchase of tapes. Even limited telecourse offerings necessitate the availability of eighty to one hundred 30-minute tapes. For example, taping the Making It Count series necessitated tying up forty-six tapes, in order that one set could be maintained at the campus Telecourse Viewing Center and that one set could be sent to an area viewing site. Furthermore, 60-minute tapes are also necessary for some programs. Conservatively then, an investment of two thousand dollars is necessary in order to operate.

V. INSTRUCTIONAL STRATEGY

Instructional telecourse strategies and the determination of necessary course components are planned in conjunction with the instructor. Applicable instructor guides and academic support materials are obtained when available. Furthermore, preview tapes of potential courses, particularly with ACSN, are recorded for use during the planning process.

A required on-campus orientation session as well as a final summative session is usually built into each telecourse offering. The length and the nature of the telecourse determine the number of additional instructor review sessions necessary. This also has a bearing on the determination of the number of instructor-student telephone contact sessions needed for the course. Most courses necessitate at least one such telephone session, usually at the 20% point.

Since grading for continuing education courses is by means of using a satisfactory or unsatisfactory (S or U) designation, testing is used as a self-evaluative tool. Tests have also been provided students in advance of telecourse sessions to be viewed, in order that the students could evaluate their learning progress at the end of a particular session.

Since cable is currently available only within the immediate Statesville area, the campus Telecourse Viewing Center maintains tapes for delayed viewing of particular telecourses during the duration of the course. Depending on the location of target audiences, additional viewing sites are determined in advance from the telephone preregistration. Such sites usually involve the use of area public school facilities.

Depending upon the nature of the telecourse, student textbooks and available study guides are ordered through the campus bookstore and are made available for purchase during the orientation session. When textbooks are not available for a telecourse, or when it is felt that the textbook would not constitute being a necessary component of the telecourse, student handouts are normally provided to reinforce the intended learning process.

VI. COURSE OPERATION

The orientation session, usually the first on-campus

session, is handled by the telecourse instructor. As indicated under Section V, "Instructional Strategy," in addition to a final summative session, the length and nature of the telecourse itself determines the number of additional instructor sessions. Usually class sessions are held on a Tuesday, Wednesday, or Thursday evening, hours ranging anywhere from 6:30 to 10:00 p.m.

The Continuing Education Office continues to be the main center for student contact. Since the majority of the telecourses offered to date have been targeted toward teachers, mailings of fliers has been geared toward this group. Such fliers usually are one page in length, providing general descriptive course information. When telephone registration is used, confirmation of the registration includes mailing the students a more detailed course outline and/or telecast schedule to serve as acknowledgment of the registration.

Telephone contact prior to and up through the first on-campus class session is usually handled by the secretarial staff at the Continuing Education Office. This also involves contacting individuals who had preregistered but in turn did not show up for the first session. Once the initial class roster has been established, subsequent telephone contact becomes part of the instructor's responsibility. If additional on-campus class sessions are not scheduled prior to the 20% point, then the instructor is responsible for contacting students by telephone in order to confirm their status in the class. One or more additional instructor-student telephone contact sessionsmay be built into the course depending upon the overall length of the course.

VII. VIDEO LESSON VIEWING

All off-air taping and duplication is coordinated with and handled by the Learning Resources Center staff. Tapes are forwarded to the campus Director of Learning Labs, housed in a different building, who in turn monitors the tapes for student viewing in the Telecourse Viewing Center, a separate room adjacent to the Learning Lab. Here students may view broadcasts live, or may view the taped broadcasts any time at their convenience according to the following schedule:

Monday - Thursday	8:00 a.m. to 9:00 p.m.
Friday	8:00 a.m. to 5:00 p.m.

As elaborated in Section V, "Instructional Strategy," additional viewing sites are determined based on preregistration information and usually involve using area public school facilities, such as those of the Mooresville City School system located approximately nineteen miles from the main campus in the southern end of the county. In cases such as this, the school system usually permits the use of its equipment for student viewing.

To date the College has not made use of cable repeats. However, permission has been given by Summit Cable whereby its local facilities are available for College use in order to provide delayed cablecasting during evening hours.

VIII. EQUIPMENT

The kind of video equipment supporting Mitchell's operation, according to campus location, is as follows:

Telecourse Viewing Center (Main Building)

RCA 25" Color Video Monitor
NEC (Nippon Electric Company, Japan) 3/4" Video Cassette Recorder
Cable hookup for Center, Board Room, and classroom space

Vocational Building

Magnavox 25" Color Video Monitor
Panasonic 3/4" Video Cassette Recorder
Cable hookup in all classrooms

Science Building

Magnavox 25" Color Video Monitor
NEC 3/4" Video Cassette Recorder
Cable hookup in all classrooms

Audiovisual Center (LRC)

Sony 19" Color Video Monitor
NEC 3/4" Video Cassette Recorder
Sony 18" Black and White (BW) Video Monitor
Sony 9" BW Video Monitor (primarily for production use)

Concord 19" BW Video Monitor
Concord ½" Video Reel-to-Reel Player
Sony ½" Video Reel-to-Reel Recorder
Sony ½" Video Reel-to-Reel BW Recorder
Cable hookup for Center, auditorium, and classroom space

Additionally, a Sony BW Video camera is used for limited campus production in taping things such as speech classes, chemistry labs, police science demonstration classes, and health services workshops.

IX. REGISTRATION

Students can telephone or come by the Continuing Education Office in person to preregister. Registration is finalized at the first on-campus class session (orientation session), at which time, in the case of continuing education classes, the eight dollar State registration fee is collected. This final aspect of the registration process is usually handled by the instructor. The instructor and/or the Continuing Education Office handle late registrations up to the final date or 20% point.

X. PROMOTION

As indicated under Item 8, Section II, "Personnel Selection," publicity is coordinated by the Telecourse Administrator with the College Information Officer. To date, paid advertising for specific telecourses has not been used. Instead, press releases are sent out, sometimes including the use of a picture to accompany the article.

Special target groups, as indicated under Section VI, "Course Operation," have to date primarily involved public school teachers. Promotional information in the form of fliers is distributed through area school systems, as well as being mailed out through the Continuing Education Office to those teachers who are currently unemployed. Targeted groups have also included the health services area as well as business and industry.

Furthermore, due to the College's affiliation with ACSN, the weekly program schedule is coordinated by the Telecourse

Administrator with the local newspaper. Appearing each Saturday, the schedule for the forthcoming week appears with other television listings. Publication of the schedule is paid for and sponsored as a public service by North Carolina National Bank (NCNB).

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

State enrollment reports are completed by the secretaries at Continuing Education, and are then forwarded to the College Registrar. Enrollment and student hours in membership are calculated based on the instructor's 20% Attendance Sheet.

The 20% point for a telecourse is figured by the Telecourse Administrator in the following manner: first, the number of individual telecourse sessions being telecast is ascertained; secondly, the number of on-campus class sessions, including orientation, review, etc., is determined; next, the number of individual instructor-student telephone contact sessions is established; and finally, the number of sessions from each area is added together and in turn multiplied by 20%.

XII. STRENGTHS/WEAKNESSES

Regarding strengths of the current Mitchell operation, a positive factor for the community at large has been the College's affiliation, through Summit Cable, with ACSN. Though only one or two courses per quarter are usually selected for use as actual telecourses, the community is benefitting by being provided with free, ongoing, high quality, weekly educational programming. Similarly, the apparent weakness of cable access being necessary is overcome by the fact that the College continues to make its facilities available to adults in the community at no charge. Individuals may come to the campus Telecourse Viewing Center and view broadcasts.

Another strength regarding the affiliation with ACSN is that available educational programming can be used by College faculty and staff for individual enrichment and self-improvement, as well as for meeting individual College Staff Development requirements. This also is true for programming available through the UNC-TV network. When

sufficient demand is not expressed to offer respective courses as telecourses, individuals both on- and off-campus can nevertheless benefit from this access.

The scheduling of available programming can be both a strength and a weakness. This is particularly true in regard to current PTV-3 telecourse offerings available to Consortium members through the UNC-TV network. By making telecourse offerings available only on Saturday mornings between the hours of 8:00 a.m. to 1:00 p.m., what could be an overall strength to the College's telecourse program is instead a weakness. This scheduling of programs only on Saturday morning continues to be a drawback, regardless of the uniqueness or nature of the telecourse being offered. Therefore, the College continues to rely on alternate sources, such as ACSN, for telecourse offerings.

Another apparent area of weakness concerns the lack of overall institutional endorsement of telecourses particularly by curriculum faculty. Given current funding disparity regarding State reimbursement for earned continuing education versus curriculum FTEs, it is not economically feasible to greatly expand telecourse offerings in the area of continuing education.

XIII. FUTURE DIRECTIONS

Certainly when trying to determine future directions for telecourse activities at Mitchell, the preceding section, "Strengths/Weaknesses," ties in very closely. It is hoped that what has been delineated as current program strengths will be both continued and expanded, based on existing and future institutional and community needs. In the same manner, weaknesses, such as PTV-3 program scheduling, need to be changed to allow for greater institutional and community access. Also, unless overall institutional endorsement of telecourse use is expanded within the curriculum area, it is unlikely that marked or noticeable differences will be apparent five years from now.

Therefore, given current statewide as well as institutional variables, additional capabilities or personnel will not be needed in the foreseeable future. Though the technology is in place, both statewide and institutional commitments are necessary before present and future gains can be realized.

June, 1982

TELECOURSE OPERATION
RANDOLPH TECHNICAL COLLEGE
GARRETT RIGHTSELL
EVENING DIRECTOR

I. TELECOURSE SELECTION/ASSIGNMENT

Courses that are similar to those in our curriculum are reviewed by the Chairperson of the Business Department. If suitable and can be aired, the selection is made. With the selection being made by our Business Department, the course is offered through curriculum credit and carries the same credit, lecture and/or lab, as the comparable course in the curriculum.

II. PERSONNEL SELECTION

The telecourse is coordinated by the Evening Director. Duties include publicity, enrollment, recommendation of an instructor to the Dean of Occupational Education, and procurement of the instructor. Other duties include the supervision of the evening curriculum program, assignment of rooms for all courses, and general supervisor of campus after 5:00 p.m. The manager for the telecourse is usually chosen from our full-time faculty due to his/her accessibility. The course manager does the advising at pre-registration and registration. People directly involved with telecourses are the course manager, Evening Director, Dean of Occupational Education, and AV Coordinator.

III. PERSONNEL TRAINING

The instructor's manual for the course is provided with advanced viewing of the tapes. Also the course manager does the orientation letter for the students. The idea of a different delivery system intrigues most faculty and has been well received.

IV. BUDGETING

At this point the cost is taken from institutional funds with no specific amount budgeted. The advertisements, brochures, and other publicity is taken from the General Fund.

V. INSTITUTIONAL STRATEGY

Course components: text with self-check questions at the end of each segment, videotape cassettes of telecourse programs available for on-campus viewing at the convenience of the student, orientation, on-campus workshops, tests for evaluation purposes (with flexible schedule), and office hours for course manager for access. The course manager makes the decisions on course requirements, grading, number of assignments, contacts, and tests.

VI. COURSE OPERATION

The course manager handles the orientation. Two sessions of orientation are conducted 9 days before and after the first televised lesson. The college switchboard is used as the disseminator of calls to the manager or AV Services. Neither memos nor reminders are sent to students. One workshop is scheduled at or near the 20% point to determine class membership hours and enrollment.

VII. VIDEO LESSON VIEWING

The Coordinator of AV Services handles the duplication of the video lessons. The video tapes are available through AV Services from 8 a.m. to 10 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Friday. There are no cable repeats.

VIII. EQUIPMENT

There is one 3/4" video tape player and a monitor available for this service. The equipment is available through AV Services. We also have access to the video equipment of Cablevision of Asheboro for support.

IX. REGISTRATION

Registration is done by mail or on campus. There is a cut-off date for registration by mail, but a student may register on campus up to two weeks after the first program is aired. Registration is handled by Student Services the same as any other curriculum course.

X. PROMOTION

Promotion is handled by the Evening Director. Press releases (public service), ads (paid), and brochures are sent out. Brochures were sent to business and industry in the area along with our part-time students.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

The course manager completes the enrollment reports. Enrollment calculation and 20% point is done the same as other curriculum courses.

XII. STRENGTHS/WEAKNESSES

Strengths

Mail-in registration proved to be a success.
Full-time instructor was used for greater accessibility.
Flexible testing schedule made it easier on the student.

Weaknesses

Cut-off point for enrollment could be extended due to flexibility of the course.
Students could have used more time to work with the computers.

XIII. FUTURE DIRECTION

As acceptance grows, more telecourses hopefully will be added in the curriculum area.

TELECOURSE OPERATION
ROCKINGHAM COMMUNITY COLLEGE
WALTER M. PLEXICO
ASSISTANT DEAN OF INSTRUCTION

I. TELECOURSE SELECTION/ASSIGNMENT
Department Chairpersons decide which courses to offer, whether they will be curriculum or continuing education, and the course title numbers and credit hours/CEU's.

II. PERSONNEL SELECTION
The Assistant Dean of Instruction coordinates telecourse activity. The Department Chairperson from each area selects instructors and deals with courses on a day to day basis.

III. PERSONNEL TRAINING
Faculty are given orientation and instructions by Department Chairpersons involved along with special instructions by the Assistant Dean.

IV. BUDGETING
The budget is determined based on the anticipated courses to be offered. Only direct costs are budgeted.

V. INSTRUCTIONAL STRATEGY
The following components are included in the course: texts, orientation guides, tie-in meetings, videotape replay, student/instructor contact system, and tests. Decisions on course requirements are left with the instructor and Department Chairpersons.

VI. COURSE OPERATION
Orientation is held by individual faculty members. Usually two or three orientation sessions are held. Faculty handle phone calls and written messages with their students.

VII. VIDEO LESSON VIEWING
The Learning Resources Center is responsible for taping and making tapes available to students. They are available during regular hours of operation. Presently there are not cable rebroadcasts.

VIII. EQUIPMENT
Videotape record and playback 3/4" U-matic equipment is used through the LRC audio-visual department.

IX. REGISTRATION
Students for telecourses follow the same procedures as all other students.

X. PROMOTION
Press releases are handled in the same way as other courses by the Public Information Officer of the college.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING
Enrollment reports are completed by the faculty based on contact with the students before the 20% point.

XII. STRENGTHS/WEAKNESSES
Not enough data yet.

XIII. FUTURE DIRECTION
An increase in the number of courses would provide more options for students and hopefully increase the need for more courses taught in a non-traditional way.

Telecourse Operation
Rowan Technical College
Raymond B. Gilbert
Associate Dean of Instruction

I. TELECOURSE SELECTION/ASSIGNMENT

"Making It Count" offered Spring 1981, Spring 1982,was selected after consultation with all members of the administration and faculty involved with data processing courses.

"Making It Count" most nearly parallels the course "Introduction to Data Processing" EDP 104 - 3 class hours - 2 lab hours - 4 credit hours. It was established that any student completing "Making It Count" satisfactorily would be allowed credit for EDP 104 and that the institution would receive state reimbursement for 44 hours rather than the state reimbursement for 55 hours for EDP 104. This decision was based on the 2 hour lab held in EDP 104 that converts to 1 hour class time in "Making It Count".

CEU credit has not been given for the courses at our institution.

II. PERSONNEL SELECTION

Associate Dean of Instruction manages the telecourse activity.

Duties:
1) Preparing orientation document including calendar of events
2) Placing order with bookstore for text and other materials
3) Schedule personnel to register the students (all on campus to date)
4) Arranging with Learning Resource Center for campus replay of tapes
5) Conducting orientation (two sessions - day and evening)
6) Monitoring midterm exam and final exam (day and evening schedule for each exam)

7) Grading exam and keeping student records

8) Calling students who miss a workshop and receiving calls from all students who have questions

9) Having the course evaluated by the students and compiling the evaluation results

10) Compiling students records and filing them with student personnel

The instructor for the course was the head of the Electronics Data Processing Program.

His duties: 1) To conduct the workshops day and evening

2) To serve as a resource person for student desiring information of technical nature

Others involved:

Director Learning Resource Center (LRC)

LRC AV Technician

Other LRC personnel

III. PERSONNEL TRAINING

Instructor orientation -

Familiarization with schedule, text, study guides, other telecourse documents, and a preview of telecourse tapes.

We have not developed a faculty guide at our institution. The administrator's guide from Coast Community College was helpful.

Our involvement of faculty new to telecourses had been minimal to date other than the LRC Director, the Associate Dean of Instruction, and the program head for Electronic Data Processing.

IV. BUDGETING

Broadcast costs through consortium	$ 500.00	
Cost of blank videotapes for backup viewing (non-recurring)	600.00	(600 ÷ 2 courses = $300.00/ offering)

Cost per telecourse (excluding personnel)	approx.	$ 800.00
Cost of advertising	approx.	600.00
TOTAL	approx.	$1,400.00/Offering

V. INSTRUCTIONAL STRATEGY

Course components include:

Reference books in Learning Resource Center

Study Guide (required of all students)

On-campus discussion (workshops)

Videotape review (available in LRC)

Phone contact when student misses orientation or workshop or when student initiates a call. Scheduled hours for students to contact manager is given in written form in orientation document and emphasized during orientation session.

VI. COURSE OPERATION

Manager handles orientation.

Two orientation sessions are held - one in the morning, 9:00 a.m. and one in the evening , 6:00 p.m. This schedule is to accomodate day/evening work schedules.

VII. VIDEO LESSON VIEWING

Duplicated tapes were furnished by the consortium to be used in Learning Resource Center as back up of the center for learning broadcast or for viewing or reviewing by telecourse students during LRC hours - 8:00 a.m. - 10:00 p.m., M-Th; 8:00 a.m. - 4:30 p.m. Friday.

At present there are no arrangements for cable repeats. No other distribution is made.

VIII. EQUIPMENT

A video cassette tape recorder-player is used in LRC for telecourse member viewing.

IX. REGISTRATION

Students come to campus to register. They apply to the school, register and pay fees in one location. This requires minimum of student's time. The Associate Dean of Instruction or his designee registers student during morning hours and evening hours. Late registration is held prior to orientation. (Day and Evening)

X. PROMOTION

Promotion of telecourses to date has been ads in three local newspapers that cover our area. The ads are paid and public service announcements.

XI. ENROLLMENT/FTE REPORTING

End of course reporting has been used at our institution in lieu of 20% reporting for the two offering of "Making It Count" because the course did not coincide with start and end of our quarter.

XII. STRENGTHS/WEAKNESSES

Strengths

Convenience to students

Travel time and cost minimized

Possible to fit into schedule (could not take otherwise)

Weaknesses

Sequel of courses

Time of broadcasts

No repeats of broadcast

XIII. FUTURE DIRECTION

Automated audio-visual system for delivery of telecourses and other audio-visual material to some or all rooms on campus.

Facilities to deliver telecourses via cable to local area for repeats and varied scheduling.

Telecourse Operation
Southeastern Community College
Linda Howell, Telecourse Coordinator

I. TELECOURSE SELECTION/ASSIGNMENT

The Dean of Instruction and the Dean of Occupational Education decide if a course will be offered in the technical or college transfer divisions. The courses we have offered have been for curriculum credit. The decision about course offerings, course number, course title, and hours is made by the deans with input from the Director of Resources for Student Learning, the telecourse coordinator, the faculty, and the Curriculum Committee.

II. PERSONNEL SELECTION

The telecourses are coordinated by a telecourse coordinator. This person is responsible for ordering texts, advertising, registration (including collecting fees), orientation, helping the faculty members with syllabi, and working with the faculty members to keep in contact with the telecourse student. In addition to these responsibilities, the telecourse coordinator is responsible for taping and coordinating viewing and testing with the Learning Center. The people directly involved with telecourses are the Director of Resources for Student Learning, the telecourse coordinator, and the instructors for the courses.

III. PERSONNEL TRAINING

In the beginning, the telecourse coordinator meets with the instructor to explain telecourse operations and the instructor's responsibility. The telecourse coordinator then works closely with each faculty member involved during the quarter. SCC does not have a faculty guide; our operation went smoothly without a guide, but we may want to develop one in the future.

The faculty members who have worked with telecourses have been for the most part volunteers. Our greatest need in this area is for our institution to decide how the class load for telecourse instructors will be decided. Student contact is handled jointly between the individual faculty member and the telecourse coordinator. Our faculty members have been cooperative in the telecourse operation.

IV. BUDGETING

The budget is determined after the Director of Resources for Student Learning and the telecourse coordinator discuss needs with the Dean of Instruction. The approximate cost for the two telecourses SCC had (excluding instructors and salary for telecourse coordinator) was about $1,400 for "Making It Count" and about $1,700 for "Humanities Through the Arts."

V. INSTRUCTIONAL STRATEGY

The course components are as follows: texts, study guides, on-campus discussion sessions, tests, and student access to instructor during office hours by telephone or by personal visit. Decisions on course requirements, grading, number of assignments and tests are made by the instructor.

VI. COURSE OPERATION

Orientation is handled by the telecourse coordinator and the instructor. Three orientation sessions are scheduled. One afternoon and one evening session are scheduled the week before the courses begin and a night session is scheduled the week after the courses begin. Students who miss these sessions attend an orientation session scheduled with the telecourse coordinator. Students may contact the telecourse coordinator or the instructor during his office hours. Mailings and reminders are made to students. Mailings include reminders about discussion sessions, instructor office hours, and telephone numbers of people who can be of assistance. Students are also reminded by mail where and when they can review tapes and take tests. Grades are also mailed after tests except for final grades which are mailed from the registrar's office. The student is contacted approximately five (5) times by mail. Students are contacted by phone if they call for information and are not able to reach the instructor or the telecourse coordinator.

VII. VIDEO LESSON VIEWING

Off air taping or duplication is handled by the telecourse coordinator with assistance from the AV Department. Video tapes are made available in the Learning Center (Programmed Instruction Center). The center is open from 8:30 a.m. until 10:00 p.m. Monday through Thursday and from 8:30 a.m. until 3:30 p.m. on Friday. There are no cable repeats and no other distribution is made.

VIII. EQUIPMENT

Two video recorders and two color monitors support the operation. One of the recorders is old and not very reliable. One of the units is housed in the Learning Center; the other in the Writing Lab.

IX. REGISTRATION

Students register for the telecourses at an orientation session. Most of the registration procedure is handled by the telecourse coordinator. If a student is not registered at the college, he completes college registration at the orientation session and pays fees. If he is already enrolled he fills out a drop-add form and pays extra fees if he is not a full-time student.

X. PROMOTION

The telecourse coordinator handles promotion. Advertising is done in several area papers and on one television station. The telecourses are advertised for several weeks in the Ram-O-Gram, the campus newspaper, and several radio stations are utilized for free public service announcements. Several thousand brochures are mailed, and other brochures and posters are distributed to area schools and businesses.

XI. ENROLLMENT ACCOUNTING/FTE REPORTING

Enrollment reports are completed by the telecourse coordinator. The 20% point was figured by the date of the first orientation session and the last test date as the duration of the course.

XII. STRENGTHS/WEAKNESSES

Our greatest strength in operation was the cooperation of the faculty. The greatest weaknesses were the problems we encountered in trying to tape lessons with the equipment we have and with trying to get the telecourse operation done with existing personnel who already had job responsibilities utilizing almost all of their time.

XIII. FUTURE DIRECTION

SCC would like to continue to offer telecourses with the idea that more core courses could be offered for students in the technical and college transfer areas for people who could not come to college without this service. Our greatest need now is in having better taping facilities and the personnel to man the equipment.